DOCUMENT RESUME

ED 348 305 SO 022 528

TITLE A Resource File for Social Studies in Utah. Level 6: Environments and Cultures: the Eastern World.
INSTITUTION Utah State Office of Education, Salt Lake City.
PUB DATE 91
NOTE 496p.; For related documents, see SO 022 522-539.
AVAILABLE FROM Utah State Office of Education, 250 East 500 South, Salt Lake City, UT 84111 ($6.35).
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF02/PC20 Plus Postage.
DESCRIPTORS *Citizenship Education; Cultural Awareness; Cultural Education; Environment; Grade 6; Intermediate Grades; Learning Activities; *Social Studies; State Curriculum Guides; *Student Educational Objectives; Teaching Methods
IDENTIFIERS *Eastern Hemisphere; *Utah

ABSTRACT

This resource file contains information for Utah elementary school teachers to help them to teach so that their level 6 students meet the state's instructional objectives in the social studies. At this particular student level, the emphasis is on environments and cultures of the eastern world. The following disciplines are covered by this resource file: psychology, anthropology, sociology, geography, history, economics, political science, and geographic skills. Each activity includes an instructional objective along with a title, topic, time segment, procedures, materials, evaluation, and adaptation. Sample objectives include locating the countries and their capitals in the eastern hemisphere on a map (geographic skill) and explaining that different jobs require different preparations (economics). Additional teacher materials, student information sheets, and student activity sheets also are included where applicable. (DB)

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A RESOURCE FILE FOR SOCIAL STUDIES IN UTAH

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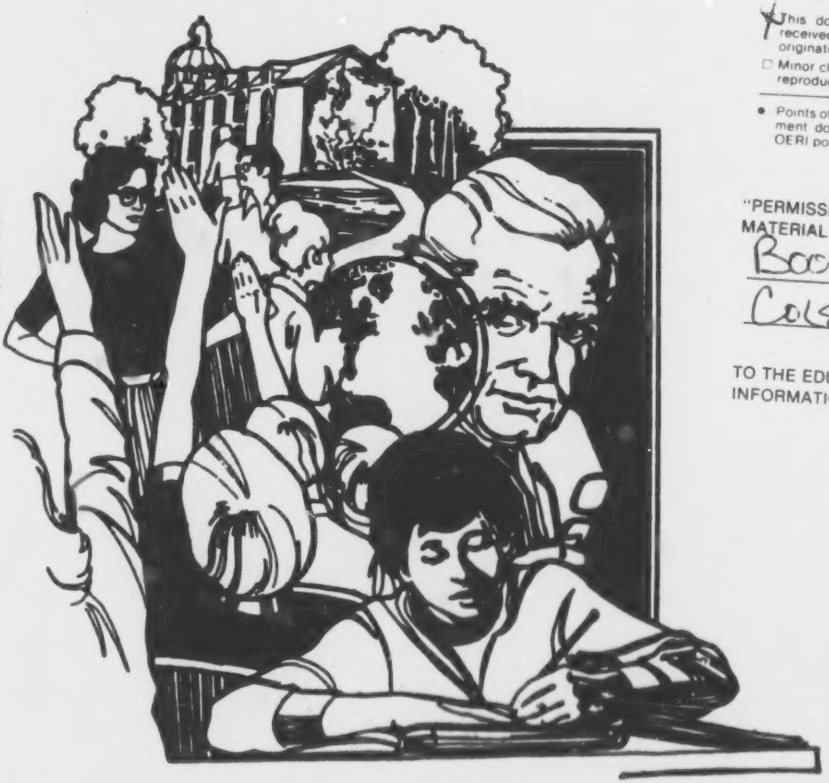
LEVEL 6

ENVIRONMENTS AND CULTURES: THE EASTERN WORLD



SO 022 528

2

Utah State Office of Education

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ERRATA

306-201	Back of first (procedure) sheet has been omitted. Cross reference to skills 306-826, 306-829, and 306-853. Add a sheet for "Evaluation and Comments on Activity (students and teacher)."
306-303	Last sheet is a "Student Activity Sheet."
306-502	Third white sheet is a "Student Activity Sheet."

The students will discuss how satisfaction of needs influences an individual's control over behavior. (107)(V)

Title: The Lifestyle Game

Topic: Psychology

Time segment: 2- 45 Minute Periods

306-101 (107)(V)

D

Instructional objectives:

1. Students, through simulation, will evaluate how needs influence behavior.

Materials:

1. Student Data Sheet for each student.
2. Plan of Action transparency for town meeting.

Evaluation:

1. Students can forecast accurately a lifestyle role.
2. Students participate actively during simulation.
3. Students contribute to formulating a logical plan of action for survival.

Adaptations:

Select lifestyles and catastrophe that are logical for your area.

Procedure:

1. Provide a data sheet for all students to use during discussion.

2. Discuss each group's nature with the class and help them decide in which group they would like to be.

3. Organize class into role playing groups.

4. All students should evaluate which specific roles they will assume. Allow students to be creative in their role selections, offering no assistance in this area. It is important they choose for themselves.

5. The class will be working in small groups; each group will pick a lifestyle, and each member of the group will adopt a specific individual role within that lifestyle.

6. A list of suggested lifestyles to simulate is contained in the Student Data Sheet.

7. The list can be revised, added to or deleted. Choose lifestyles that have meaning for the class.

8. For the duration of the simulation, group members must maintain the role selected in the representative lifestyle.

The Simulation.

9. After groups and group members have decided upon roles, ask them to imagine that a bulletin has come over the radio and T.V.: a massive storm is on its way (use the most horrifying example logical for your area, a flash flood, a dam breaking, a blizzard, an earthquake, a volcanic eruption, etc.). The state government has announced the catastrophe is so severe that your town will have to make its own preparations; there are too many areas in worse danger and the state must attend to those. The possible consequences of the catastrophe are power and communications failure, flood, washed-out or impassable roads, danger to water supply, food shortage, massive property

Skills:

306-827
306-828
306-101
306-825
306-851

Reference: JR Model For Teaching
May, 1975
Croft Net Publications

Evaluation and comments on activity:

Students:

Teacher:

damage, break down of law and order. Invent as many grisly consequences to the catastrophe as needed; however, the situation should be somewhat believable and something short of complete devastation. Have fun with the situation.

10. The mayor and the town police have called an emergency planning meeting in the local high school gym. All groups in this exercise are in attendance, and the simulation involves deciding what to do and how to get it done.

11. The teacher should not dominate the meeting, but pose issues and problems that will tend to accentuate differences among the people. Instruct each group that during the simulation, they should be thinking how they, in their lifestyle, would prefer to deal with the crisis.

LIFESTYLE DEFINITION: A lifestyle is the sum total of the elements of a way a person lives. It includes politics, economics, religion, cultural rituals and preferences.

SUGGESTED LIFESTYLES FOR ROLE PLAYING

GROUP 1: This group represents a fairly average American family. There is a working father who earns $15,000 to $20,000, a mother, and two or three children. Father is the breadwinner, mother is the homemaker. One child is in elementary school, one in junior high, one in high school. They are not poor but must be careful in spending. The parents are political independents, though they tend to vote Democratic. Quite possibly grandmother or grandfather lives with the family. They have two cars, a dog, a color TV, and hope to be able to trade in one of the cars for a camper to be used on summer vacations. They are "nice" people, but are scared of inflation, confused and angry in the aftermath of Watergate and Vietnam, and feel that the "eastern liberal media establishment" has too much control over the way the United States works.

GROUP 2: This group is a very wealthy family. Their forebearers settled in the 1850's and started most of the businesses in town, and made most of their fortune in some large endeavor like a mill, a huge dairy farm, or a shoe factory. Father still runs the family business which he does very well, but not as well as in past years. He is a staunch Republican, has never voted anything but a straight Republican ticket. His wife is Republican, too, but has secretly voted for a few Democrats without mentioning it. Their four children are away at boarding school, each plays a musical instrument, each will go to college. Father and mother give large sums of money away to the museum and orchestra in town; for themselves they purchase a few pieces of expensive art each year. They are not involved in conspicuous consumption, though they do have the finest of everything. They are fearful that America is going more and more to the left, and are conflicted in that they believe the poor and hungry should be helped but do not wish to part with their massive wealth. They have a paternalistic attitude towards the town; they once quietly donated money to the city to help it finish a sewer project when funds suddenly ran out under suspicious circumstances.

GROUP 3: This group is all male. They are friends from another part of the country who are stationed at a military base in town or nearby. They have rented a cheap apartment for their time away from the base. They share rent and supplies for the apartment and throw parties on weekends. They seek female companionship but find it hard to come by because there are not many women in town their age. They feel that high school girls are too young, and since most of the women their age are either away at college, working or married, they bemoan the lack of women in their lives. They regard this town as provincial, dull and uninteresting. They do not vote in elections, nor do they have much political consciousness. They are authority-oriented, and they regard military chain of command as a reasonable form of organization, though they sometimes fear and resent officers who have control over them.

GROUP 4: Group 4 lives in a commune in a slightly run-down, though respectable, part of town. There are two married couples, each with a child under four, a single woman and a man. They all work at part-time jobs to provide the essentials of life, but none regard the jobs they have as anything more than a way to get money. They would prefer not to work and would rather concentrate on their artistic concerns---writing, painting, theatre; or their interest in self-sufficiency. They try to eat natural foods in so far as possible; they have grown a small organic garden on the patch of backyard they have. The women in the group are in favor of women's liberation, and for the most part, the men in the group also support this belief. There is pretty equal caring for the children and splitting up of household chores. They do not own a television and do not want to be materialistic; they do own a fancy stereo system and enjoy music. They do not vote in elections but follow politics closely. All are from well-to-do upper middle class families, but have seemingly rejected that way of life. One or two have substantial amounts of money in the bank; the rest have little or no money.

Title: The Lifestyle Game	**Topic:** Psychology	Student Data Sheet (Continued)	306-101 (107)(V) D

THE LIFESTYLE GAME - Continued

GROUPS 5 & 6: These groups represent young, unmarried people living in town. The teacher and the class can establish the guidelines for role playing based on some specific lifestyles of young people in your area. Record the details below:

GROUP 5: ____________________

GROUP 6: ____________________

GROUP 7: This group is where the teacher and the class must use a bit of imagination and creativity. It should be an "alien" group in town, people who really stick out for one reason or another. It might be a tiny group of migrant workers or immigrants that speak a foreign language. They seemingly have little to do with the town and do not understand a great deal about the United States. Their clothes, language, customs and culture are "different," and they have little contact with the residents of the town. Record the details for this group below:

Title: The Lifestyle Game	**Topic:** Psychology	Plan of Action Transparency	306-101 (106)(V) D

PLAN OF ACTION FOR TOWN MEETING

A. Statement of situation and clairification of needs:

B. Group suggestions for alternative solutions:

C. Select and prioritize steps to be taken and who will be responsible for accomplishment.

The students will explain how individuals are responsible for the choices they make. (307)(V)

Title: Making Choices

Topic: Psychology

Time segment: One 45 Minute Period

306-102 (307)(V)

I

Instructional objectives:

1. The student will explain how individuals are responsible for the choices they make through tabulation and evaluation.

Materials:

1. Student Data Sheet
2. Chalk board space

Evaluation:

1. Student is able to categorize and assess choices.
2. The student is able to evaluate assessment and establish trends.

Adaptations:

1. Change number of responses to meet class needs.
2. Add to the category assessment columns.

Procedure:

1. Using the Student Activity Sheet, students list 15 things they would like to do. The number of responses may be reduced or enlarged depending on time and group.

2. These lists will be shown to no one else, so students should be encouraged to be as honest as possible.

3. Items can range from very simple to very complex.

4. After students list the things they like to do, they are to check the seven columns to the right where applicable.

5. Each of these columns is identified with a categorical symbol. Place these symbols and their definition on the board:

$ = Activities requiring a direct cash flow to do them.
A = Activities that students prefer to do alone.
F = Activities that students like to do with their family.
FR = Activities that students like to do with their friends.
L = Activities which require formal lessons.
☺ = Is this an activity commonly enjoyed by many people?
6 = Has this activity been engaged in the last 6 months?

6. Students now complete the activity sheet by tabulating, evaluating, establishing trends and possible changes regarding their individual list.

Skills:

306-828
306-852

References: Developing Decision Making Skills:

National Council for the Social Studies - 47th Yearbook 1977

Evaluation a[illegible] comments on activity:

Students:

Teacher:

Title: Making Choices	**Topic:** Psychology	Student Activity Sheet	306-102 (307)(V) I

DIRECTIONS: 1. List 15 things you like to do. This will be a private list, so be as honest as possible in the choices you make. 2. Check the seven columns to the right when they apply to your choice. 3. There may be more than one check for your choice. 4. Complete the activity sheet by tabulating, evaluating, establishing trends and possible changes concerning your choices.

I Things I like to do!	Needs $	Do alone	Do with friends	Do with family	Lessons needed	Popular thing to do	Done during last 6 months
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
15							
16							
II Tabulate totals:							

III From the figures above, is there a trend regarding what you like to do? ______

IV After reviewing these individual choices, are plans to make changes possible? State any plans here: ______

The students will explain why conflict sometimes occurs when different cultures come together. (408)(I,V)

Title: Predicting Possible Conflicts

Topic: Anthropology

Time segment: One 45 Minute Period

306-201 (408)(I,V)

I

Instructional objectives:

1. Synthesizing information from a statistical table, students are able to explain why conflict sometimes occurs when different cultures come together.

Materials:

1. Student Data Sheet for each student.

Evaluation:

1. The student is able to comprehend statistical information as it applies to the task.
2. The student is able to predict logically.

Adaptations:

1. Teacher may use other statistical charts.
2. Teacher could use overhead transparency for a large group chart.

Procedure:

Why conflict?

1. This can be a teacher directed or student directed activity.
2. Refer to Student Activity Sheet for directions.
3. If teacher directed, discuss categorical headings. If self directed, post definitions of terminology.
4. After completion, students should use their activity sheets as a reference for large group decision.
5. Assist students in distinguishing ways the factual information on the tables might conflict with their personal values.
6. Assist students in their understanding why individual value decisions may or may not be accepted by others.

Title: Predicting Possible Conflicts	**Topic:** Anthropology	Student Activity Sheet	306-201 (408)(I,V) I

TABLE 1 Contrasts Between Selected Nations

	USA	Japan	Sweden	China	Mexico	Egypt	India	Burma	Upper Volta	Zaire
Per capita GNP in (1972) dollars	5,593	2,700	5,123	162	767	223	104	70	69	104
Energy consumption per capita of coal equivalent	11,611	3,251	5,739	567	1,318	324	186	58	12	86
Radios per 1,000 population	1,695	658	367*	16	301	143	23	22	16	4
Telephones per 100 population	62.8	31.5	57.6	n.a.	3.8	1.1	0.3	0.1	0.5	0.2
Newsprint consumption per capita in kilograms	44.7	19.6	24.0	0.8	1.8	0.4	0.4	2.5	n.a.	0.02
Male life expectancy at birth	67.4	69	71.6	50	61	51.6	41.8	47.5	32.1	37.6
Population per physician	6.3	871	734	n.a.	1,385	1,813	4,795	8,975	74,189	29,340

*1960—current data not available.

Sources: UN Statistical Yearbook 1973
World Military and Social Expenditures 1974

TABLE 2

Country	Growth Rate	Predominant Religion	Infant Mortality (per 1,000)	Percentage Illiterate	Per Capita Income	A National Social Security Program	Govt.-Sponsored Family-Planning Program
Brazil	2.8	Catholic	94	35	514	no	no
China	1.7		105	5	162	yes	yes
France	.9	Catholic	15	1	3,857	yes	no
India	2.4	Hindu	128	66	104	no	yes
Indonesia	2.6	Buddhist	125	43	86	no	yes
Israel	2.9*	Jewish	20	16	2,344	yes	no
Japan	1.3	Buddhist	12	1	2,700	yes	yes
Kenya	3.3	Christian	55	75	163	no	yes
Morroco	2.9	Moslem	109	80	276	no	yes
Mexico	3.2	Catholic	61	24	767	no	yes
USA	.9	Protestant	18	1	5,593	yes	no
USSR	1.0		24	1	2,412	yes	no
Venezuela	2.9	Catholic	50	19	1,285	no	yes

*Includes immigration.

Sources: UNESCO Courier, July/August 1974, pp. 47-62.
World Military and Social Expenditures 1974, pp. 22-27.
1975 World Population Data Sheet, Population Reference Bureau.

INSTRUCTIONS:

1. Your task is to explain why conflict sometimes occurs when cultures come together.
2. Study the statistical information contained in Tables 1 & 2.
3. Evaluate the possibilities of conflicts arising based upon this data.
4. Think of interactions between countries and predict situations causing possible conflict.
5. Organize a chart on the back of this page. Have a conflict category column and a section explaining why you predict conflict. Explain your logic in detail, i.e.,

Category	Why
Illiterate	____________
	____________

The students will describe the many different ways that conflict can be resolved. (413)(V)

Title: Control of The Seas

Topic: Anthropology

Time segment: 4 to 5 Class Periods

306-202 (413)(V)

D

Instructional objectives:

Through playing roles, students learn about issues and positions involved in exploring the wealth of the sea.

Materials:

1. Student Data Sheet #1 and #2 for each student.
2. Student Activity Sheet for each student.

Evaluation:

Students will be able to discuss examples of destructiveness to society resulting from unresolved conflicts.

Adaptations:

Simulation format could be used for other unresolved conflict topics.

Procedure:

1. Read the teacher directions for the "Ocean Resource Game". (Teacher materials)
2. Supplementary reference materials would enhance "Student Data Sheets", but it is not necessary for the completion of the simulation.
3. Proceed as indicated in "Teacher Materials".

Reference: Intercom #78 Center for War/ Peace studies.

OCIANA
NCHOVIA
Dire Straits
BUSHLAND
SEA OF PLENTY
FISH

Skills:

306-827
306-829
306-851
306-853
306-877

Evaluation an[illegible]omments on activity:

Students:

Teacher:

The Ocean Resources Game

Teacher's Directions

Learning Objectives

Through playing roles of decision makers of various nations, students learn about issues and positions involved in exploiting the wealth of the sea, including minerals, oil, and fish.

The Situation

The Sea of Plenty is becoming badly polluted. Some scientists predict that living resources (fish, etc.) are diminishing and that there will be almost no edible fish and shellfish within 25 years if present trends continue. An international conference has been called by nations surrounding the Sea of Plenty to consider adopting agreements for resolving their conflicting claims to territorial limits, rights of passage, exploitation of the deep sea beyond continental shelves, etc.

Sequence

Preliminary preparation: The class should look at and discuss the data and diagrams already presented. Students should be familiar with the basic terms, such as continental shelf, seabed, manganese nodules, territorial limits, etc.

First Day

1. Distribute the map to the class.
2. Explain the situation facing the countries around the Sea of Plenty. Tell them that their objective, as representatives of these nations, is to work out fair agreements on the use of the ocean's resources. The basic issues they should consider are:

    How far should a nation's jurisdiction extend? Should there be a national economic zone beyond the territorial limit? If so, how far?

    Do nations have the right to pollute the oceans whether off their own shores or on the high seas? If not, what should be done about it?

    Should the oceans be considered the common heritage of the people of the world? If so, should an international organization be formed to regulate the mining of the seas and use a percentage of the profits to foster the development of poorer nations.

There will be issues between particular countries and the board issue, of importance to all, of what to do about resources and the deep seabed beyond national jurisdictions.

Second Day

1. Students first meet within their "nation" to consider their objectives and how they intend to pursue them in the coming international meeting (10-15 minutes).

2. The International Conference on the Sea assembles. One student acts as chairman, and the delegates determine their own rules for proceeding. Suggested procedure: Each nation speaks, one student from each nation acting as the spokesman for his country. This may be the Chief Decision Maker or another member of the delegation (remainder of the class period).

Third Day

1. The countries meet again to determine policies and strategies based upon what has happened at the previous day's international meeting.

2. Negotiating period: Countries may make bargains, agreements, or alliances with other countries for the second round of the international conference.

3. Countries meet individually to determine presentations for the next ICS meeting.

4. Second meeting of the ICS.

5. The Cycle of national meetings negotiations, and ICS meetings can continue until agreement or an impasse has been reached.

Debriefing Questions

1. What happened in the game? Were all nations able to reach their goals? If agreement was reached, was it in fact fair to all nations.

2. How did the game compare with reality? What changes should be made to make it more realistic? What additional parties or pressure groups might be involved? How would their presence alter the outcome?

3. Do students think the mileage limits should be uniform for all nations? Would that be fair?

4. What will be the consequences for the world if agreement is not reached?

Title: Control of The Seas	**Topic:** Anthropology	Student Data Sheet #1	306-202 (413)(V) D

Control of The Seas

"The situation right now is like sharks smelling blood in the water; they go crazy, attacking the carcass, tear it to pieces--and kill each other, all at the same time. The states are trying to swallow the carcass of ocean space beyond national jurisdiction and, in the process, are very likely to inflict serious injury on themselves."

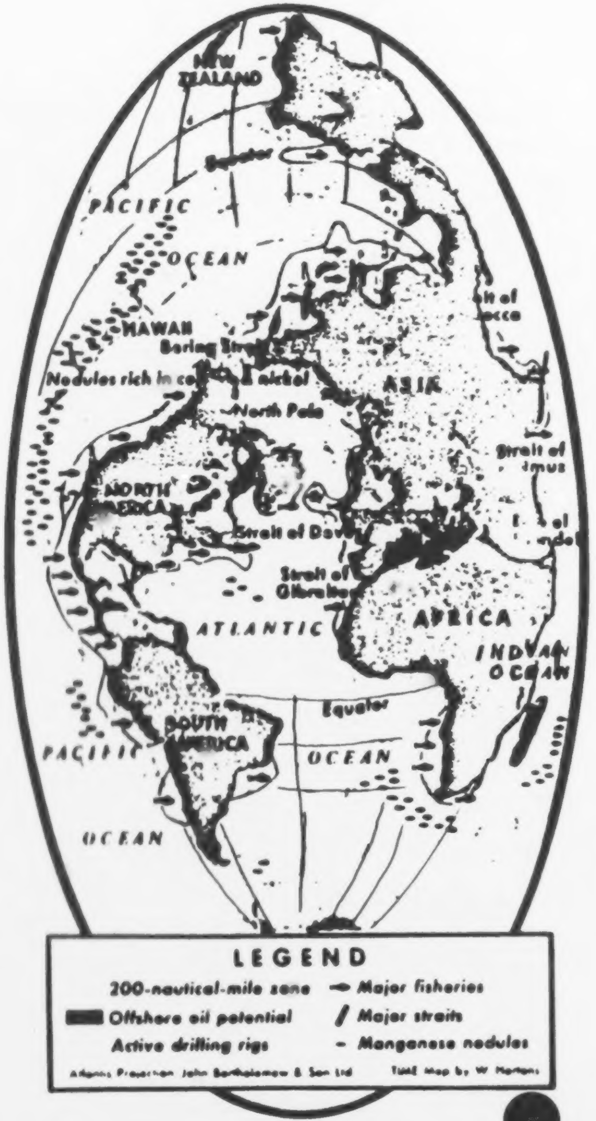
Arvid Pardo, Ambassador to the United Nations from Malta, who, in 1967, first introduced to the UN the question of control of the seas.

Nation's preoccupations with food, energy, natural resources, economic growth, environmental pollution, and military security all come together in their concern over the control and use of the world's oceans.

The basic laws of the sea were retablished in the 17th century and little changed until after World War II. Each nation had control of its coastal waters up to three miles from shore--the distance a cannon ball could be shot. Beyond that the seas were free for all.

New developments have changed this. Improvements in military and commercial technology have reopened the basic question--who owns the seas? Sophisticated fishing enterprises, aided by satellites tracking fish, have raised controversies from Iceland to Peru--and have overfished many regions. Depletion of the land's natural resources and the desire for independence from OPEC-controlled oil (Organization of Petroleum Exporting Countries) have made tapping seabed oil and minerals economically and politically attractive. Pollution of the oceans--from wastes, military use, accidental and intentional oil dumping, and runoffs from land and river pollution--has vastly increased. The control

Staking Out the Oceans


NEW ZEALAND
Equator
PACIFIC OCEAN
HAWAII
Bering Strait
Nodules rich in copper & nickel
North Pole
ASIA
Strait of Hormuz
NORTH AMERICA
Strait of Davis
Strait of Gibraltar
ATLANTIC
AFRICA
INDIAN OCEAN
SOUTH AMERICA
Equator
OCEAN
PACIFIC
OCEAN
LEGEND
200-nautical-mile zone
Major fisheries
Offshore oil potential
Major straits
Active drilling rigs
Manganese nodules

Reprinted from TIME Magazine, July 29, 1974, p. 52 © Time Inc.

of the seas is now an urgent question for all nations--even those without direct access.

Under the auspices of the United Nations, the process of resolving the complicated questions and writing new laws of the sea has begun. The first substantive sessions, gathering 138 nations, were held in Caracas, Venequela in 1974. The second Law of the Sea conference was held in Geneva, Switzerland in 1975. These two conferences have been called the most important conferences since 1945. Why do you suppose this is so? Why might the comprehensive treaty, hoped for by the end of 1975, be so vital?

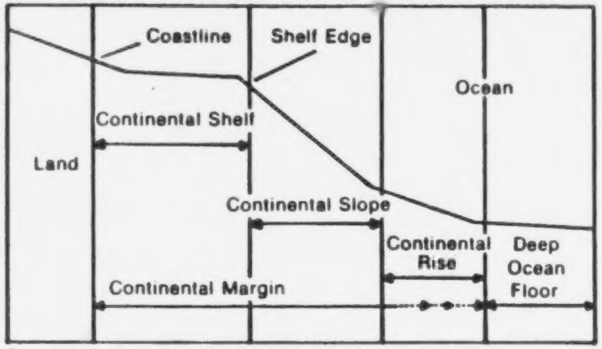
The background data and role-playing activity which follow provide a situation for exploring the potentials for cooperation and conflict that multi-faceted global interdependence was created.

We gratefully acknowledge the help of Sidney Holt of the International Ocean Institute. The Royal University of Malta, of Barbara Weaver, a representative of the United Methodist Church to the Geneva Conference, and of the Food and Agriculture Organization, UN, in preparing the Control of the Seas section.

Where Are the Points of Conflict?

Familiarize yourself with the cross section of the ocean floor and the data below. Are all parts of the ocean equally valuable? Locate the areas where the different resources are concentrated. What are some of the potential conflicts?

Diagram of the Seabed and the Ocean Floor



Source International Economic Report of the President, 1974.

The continental shelf may be as wide as 700 miles, off Siberia, Alaska, and Argentina, and as narrow as a few miles off Peru. The average width is about 40 miles.

The continental margins may have as much as 40 percent of the world reserves of oil and gas.

Most fish are taken within 50 miles of shore, and almost all within 200 miles. The ocean supplies 13 percent of the world's animal protein consumption, but fish catches have fallen drastically in recent years. Fishermen have successfully used sophisticated equipment to increase their catches. As a result, though, the remaining fish are insufficient in number to replensh the stock. Overfishing is believed to have contributed to the drop in the haddock catch off Iceland in 1972 to one-seventh of the peak catch of 249,000 tons six years earlier.

Lying on the sea floor, mostly beyond 200 miles off shore and the continental margins, are great quantities of manganese nodules. These hold a number of metals that are becoming increasingly scarce--primarily nickel (used in making stainless steel), and copper and cobalt. Harvesting nodules eventually may be cheaper than mining them from land.

At least eight private and governmental groups have already made major investments to prepare to begin ocean mining. Involved are American, Canadian, French, West German, and Japanese concerns.

With increasing shortages of food, oil, and minerals, countries are claiming more rights over the sea off their shores. Now a few nations, including Peru and Ecuador, claim territorial jurisdiction out to 200 miles of coastal seas. But other countries claim only economic control out to 200 miles. (This is an important difference. Economic control gives a nation the right to all the fish and mineral wealth within those limits. Territorial jurisdiction in effect extends the boundaries of a nation's property. All military, navigational and economic rights on land would extend to this ocean territorial boundary. Economic rights would not cover military or navigational control.)

If countries can have territorial jurisdiction beyond three miles, there is a serious problem for the great naval powers, since there would be a threat to free transit through straits. Some coastal nations believe they have the right under the international law of "innocent passage" selectively to control or interfere with shipping in their territorial waters on the basis of the nationality, destination, cargo, or type of ship. Innocent passage also requires submarines to surface and does not consider overflights to be a right. If Spain were to have a 12-mile sea limit, for example, she could theoretically control entrance to the Mediterranean, which, at Gibralter, is less than 10 miles wide. So could Morocco. If Indonesia's and Malaysia's claims to the "archipelago principal" were accepted, Japan's super-tankers could be denied passage through the Straits of Malacca and would have to take a costly 6,000 mile voyage around Australia. The great naval powers, such as the United States, are opposed to any extension of jurisdiction which would force their submarines to surface when passing through such straits.

Some countries, like the Phillipines and Indonesia, claim a 12-mile jurisdiction beyond the outer-most islands of their archipelago grouping, thus enabling them to enclose huge areas of ocean within their territorial waters. Take a map of the world--or a portion of the world such as Southeast Asia. Shade in the territorial extensions of each country if it were to claim 200-mile territorial limits. What situations do you see occurring?

Many of the nations of the world believe the oceans are the common heritage of mankind.

Most of the poorest countries want an international agency to mine the mineral resources of the seabed and share the profits among nations. Upper Volta, Mali, Botswana, Chad, Afghanistan, and Nepal are among the 13 poorest nations of the world. Look at a map. What do they have in common? How does lack of access impede commerce and economic growth? How does this help explain their position?

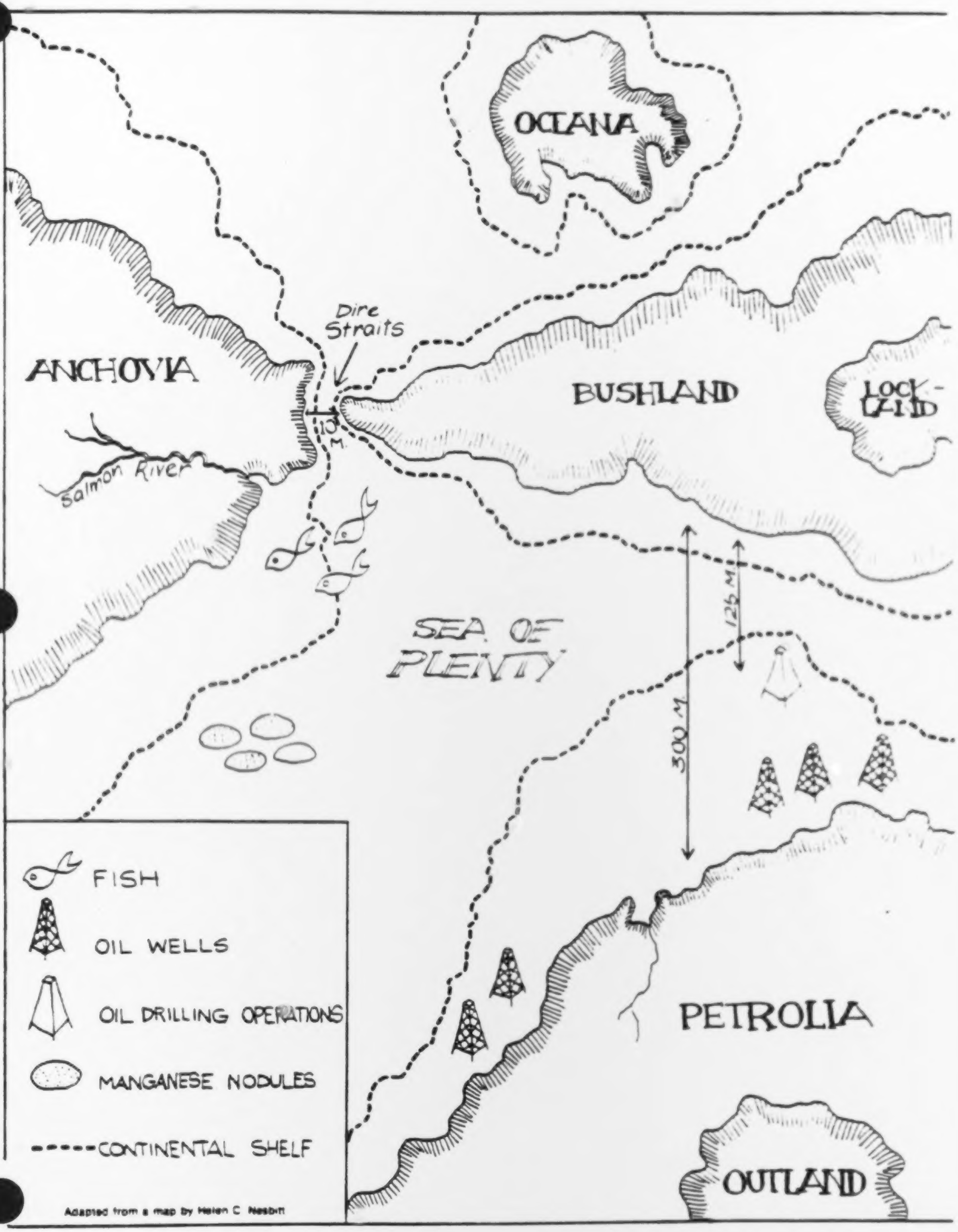
BEST COPY AVAILABLE

Title: Control of the Seas

Topic: Anthropology

Student Activity Sheet #1

306-202-(413)(V)


OCIANA
Dire Straits
ANCHOVIA
BUSHLAND
LOCK-LAND
10 M.
Salmon River
SEA OF PLENTY
125 M
300 M
PETROLIA
OUTLAND
FISH
OIL WELLS
OIL DRILLING OPERATIONS
MANGANESE NODULES
CONTINENTAL SHELF

Adapted from a map by Helen C. Nesbitt

The students will cite examples of destructiveness to a society as a result of failure to resolve conflict. (413)(V)

Title: Elementary - Social Studies
Food Crisis

Topic: Anthropology

Time segment: 3 to 5 - 45 Minute Class Periods

306-203 (413)(V)

D

Instructional objectives:

Students will organize a project that informs participants of world food needs, what conflicts this causes, and determine possible solutions.

Materials:

1. Student Data Sheets "Food" for each student.
2. Two containers and "Conflict Tales."
3. Student Simulation Activity Sheet for each student.

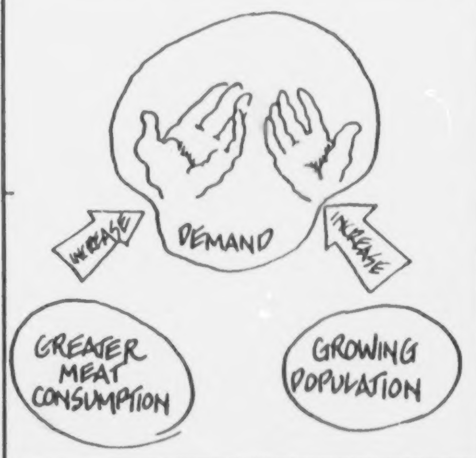
Evaluation:

The students can describe many different ways to resolve the conflict surrounding the world's food supply.

Adaptations:

Each section of this activity could be used independently.

Procedure:



1. In this activity students investigate food waste in school and country, and discuss the world's unequal distribution of food and wealth.

2. Arrange with cafeteria worker for representatives from the class to tabulate food waste from a typical school lunch. This tabulation could be accomplished by recording the number of students throwing nutritious food away and the number with no waste. A more detailed tabulation can be designed depending upon individual school situations.

3. Arrange also, for the entire class to see the amount of food wasted during a typical day as they hear the statistics tabulated by the student committee.

4. Back in the classroom, begin a discussion of wasted food. Why do students throw away food they cannot eat? What are some alternatives?

5. Refer to Student Data Sheets, "Food", for facts and information of the world's food problems.

6. The above will probably take one 45 minute class period.

   a. Analyze and discuss the Student Data Sheets, "Food".
   b. The article contains many graphics to be evaluated and questions to be answered.
   c. This discussion will probably take one 45 minute class period.

7. Simulation:

   a. Divide students into groups of 15, 6, 5, 3, 2 and have the groups sit in different parts of the room. (Number of each group can be increased proportionately for larger classes.)
   b. They now represent a model for a world village.
   c. Hand out Student Simulation Activity Sheet to each student.
   d. The groups need to discuss the statistics and their particular situation.

Skil

306-811
306-826
306-827
306-829
306-830
306-851
306-877
306-875
306-876

Evaluation a comments on activity:

Students:

Teacher:

e. Write different events such as: flood, drought, insect invasion, political uprising, pestilence, inflation, etc. on strips of paper.
f. Place the "Conflict Strips" in a small container.
g. In another container put in "Conflict Slips" with events such as: heart disease, dental bill, emergency operation, high blood pressure, more expensive life insurance premiums, etc.
h. Have student representatives from each group select one tab from each container.
i. The task of each group in the world village is to think of ways to end food crisis dealing specifically with their resources and the particular conflicts.
j. Each group selects a spokesman to represent their point of view on a World Food Crisis Panel.
k. The world villages will take at least one 45 minute period.

8. The culmination of the simulation is a World Food Crisis Panel.
   a. Each group's spokesperson is to report on his/her group's particular situation and points of view on resolving the conflicts.
   b. The panel members, after reporting, will discuss questions from the class such as:

      1. Did village groups agree on possible conflict solutions?
      2. What are the most important concerns?

Food Crisis Anthropology

PROCEDURE: Continued

3. What can be solved most easily?
4. What will be most difficult to achieve?
5. Is it possible to change countries, habits and attitudes in food consumption?
6. Is the knowledge of suffering of others sufficiently powerful to bring about changes? Will it take a direct disaster to bring about these changes?

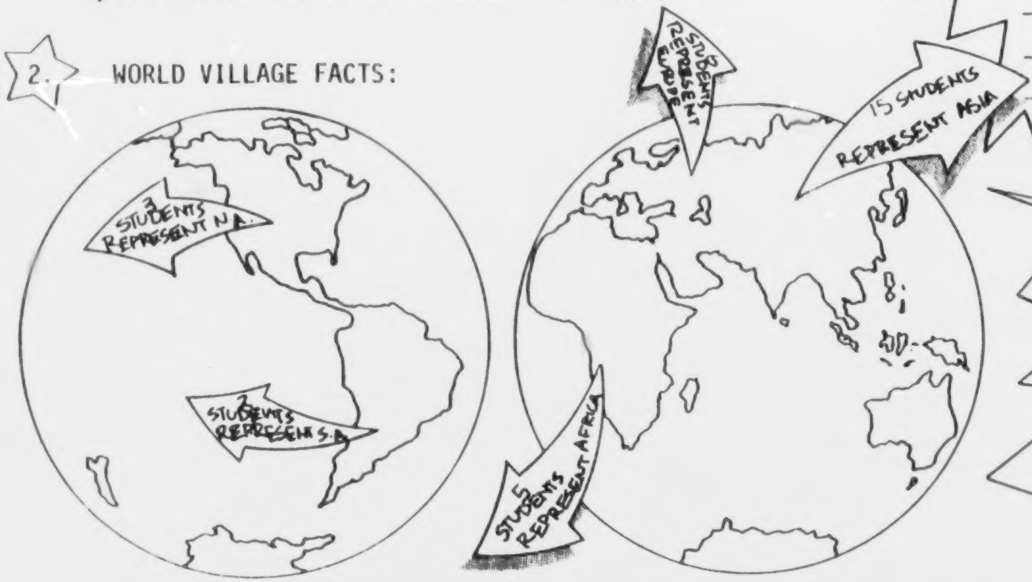
Reference: Intercom, Center for War/Peace Studies #78, 1974
Permission for use has been granted.

Title: Elementary - Social Studies Food Crisis	**Topic:** Anthropology	Student Simulated Activity Sheet	306-203 (413)(V) D

1. SIMULATION FACTS:

- ✸80% of the villagers live in a home less adequate than those normally provided for the housing of farm animals in U.S.
- ✸71% of the total villagers are nonwhite.
- ✸50% go to bed hungry every night.
- ✸50% suffer from serious malnutrition.

2. WORLD VILLAGE FACTS:


3 STUDENTS REPRESENT N.A.
2 STUDENTS REPRESENT S.A.
2 STUDENTS REPRESENT EUROPE
15 STUDENTS REPRESENT ASIA
5 STUDENTS REPRESENT AFRICA

- ✸75% of the representatives from North America are from the U.S.A.
- ✸The total income of the world village is $10,000 annually. More than $5,000 of this goes to U.S.A.
- ✸The remaining income belongs to the rest of the village, but
- ✸not in equal shares.

Nothing is fair or just in this global village.

3. CONTAINER 1 CONFLICTS
possible solutions:

____
____
____
____
____
____
____

4. CONTAINER 2 CONFLICTS
possible solutions:

____
____
____
____
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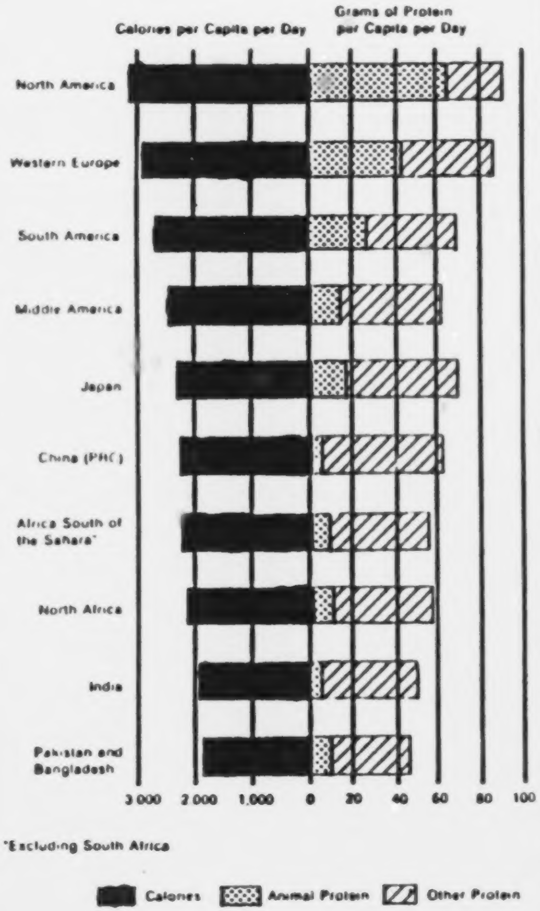
Title: Elementary - Social Studies Student Choices	**Topic:** Anthropology	Student Data Sheet	306-203 (V) D

Calorie and Protein Supply, Selected Areas



Source Food and Agriculture Organization, Provisional Indicative World Plan for Agricultural Development, Vol. 2 (Rome, 1970), p. 491

FOOD

Twenty years ago the United States had massive grain reserves and paid its farmers to plow under vast acreage of fertile cropland. Now all available land is in production, crop reserves are at an all-time-low, and more than ten percent of the world's population faces chronic hunger. Before the bumper crop predictions for 1975, it was estimated that this year 30 to 50 million people would die from starvation - or from disease attributable to malnutrition. And two-thirds of the world's preschool children would suffer permanent mental and physical damage due to insufficient protein in their diets.

How could this become possible? What changes in the subsystems of the world have contributed to this condition? What are the prospects for the future? The following data may give you some ideas to consider.

Just how well are people eating around the world? The graph at left gives an indication of the answer. Calories and grams of protein are two ways of measuring the quality of diets. Protein intake is a better indicator of the quality of diet since protein is essential for physical and mental development. How many grams of protein a person needs to be healthy varies depending on one's size, physical condition, level of activity, and the climate. Roughly speaking, 60 grams (one-quarter lb. of raw hamberger has 26 grams of protein) of protein are sufficient. The human body cannot store excess protein as it can store fat, and thus, whatever it cannot use it excretes.

What difference do you notice among the regions? Why do you suppose the amount of animal protein consumed varies among regions?

If this chart shows you the average diet per person, what can you tell about the range of diets within a country?

Keep track of your own daily caloric or protein intake. How does it compare with that of other countries?

* Find out more about nutrition. Is meat the best source of protein? Is North America's diet the best diet because it is the highest in calories and protein? Should everyone strive for this level?

OUR EATING HABITS CONTRIBUTE TO GROWING DEMANDS . . . WILL THEY CHANGE AGAIN?

"Twenty years ago the average American ate 50 pounds of beef annually; this year he will eat 120 pounds."

"Red meat consumption rose in the 1960s by 25 percent in the European community, 50 percent in Taiwan and Spain and 150 percent in Japan."
Foreign Affairs, April 1974, p. 513

"Annually Americans consume per capita about 1,650 pounds of grain. Only about 200 pounds is eaten directly as bread and cereals, the rest is consumed indirectly in the form of meat (1,406 pounds) and liquor (35 pounds). The total is five times the grain consumption per capita in India."
FAO Food Balance Sheets, 1964-66
and US Department of Agriculture

"To provide a person with 3,200 calories a day for a year would at present take just a little over half an acre if the food were all in the form of bread, around two acres if it were in milk, and more than ten acres if it were all beef."
Hans Landsberg

It takes six to seven pounds of grain to produce a pound of beef; three to four pounds of grain to produce a pound of pork; and two to three pounds of grain to produce a pound of chicken.

Have eating habits changed in wealthier countries during the past 10 to 20 years? Do you see any signs of change in your own community?

Why is grain consumption an area of concern in times of food shortages?

If you wanted to eat animal protein and yet minimize your usage of grain, what kind of meat would you eat?

LET THEM EAT GRASS

In the 1940s the United States went through a "Green Revolution" of its own and vast grain surplus accumulated quickly. Experts who were called in to find ways of disposing of the surplus came up with the feedlot system for fattening cattle. From their point of view the steer was extremely efficient - requiring six or seven pounds of grain to make one pound of meat.

Under pressure from corn farmers the U.S. Government changed its grading system to favor grain-fed beef. Consumers were told that the marbled, high cholesterol meat was choice.

In 1973 the US fed to cattle over 40 million tons of grain and five million tons of soybeans or other high-protein concentrates (including anchovies from Peru). Among the results:

- The diversion of enormous quantities of grain from humans to animals. Humans can be supported on 400 pounds of grain a year on a direct grain diet. Every ton of grain fed to cattle could feed five people for a year.
- Increased costs of consumers--as feedlot grain costs are passed on. The feed bill for 1973 was over $5 billion.

- Most beef sold in supermarkets is choice - marbled with fat and high in cholesterol, one suspected source of American ill health.

But before a shift back to range-fed cattle can happen, changes will have to be made at numerous levels in America: among consumers, media, educators, ranchers, feedlot operators, and government. Choose one level and devise steps you would undertake to promote change at that level. Will changes at the level you selected require changes at the other levels?

* * * * * * *

One conclusion that might be drawn from the data on this page would be that we ought to cut down on eating meat, and thus, free more grain for direct human consumption. How do you personally feel about this solution?

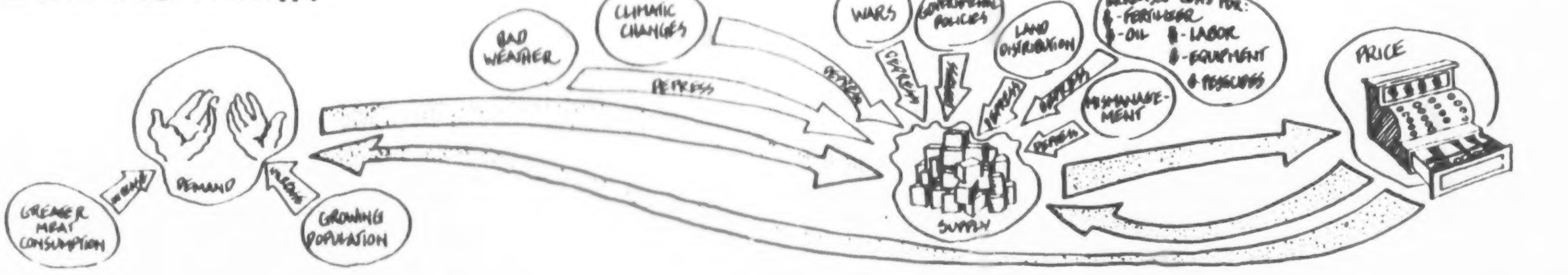
If you were a cattle farmer from Iowa, how would you feel about this? If you were the owner of a chain of steak houses?

Another possibility might be to return to grass-fed beef. What advantages would this have? Disadvantages?

** 220 million people eating 400 pounds of grain annually could be fed each year on the grain saved in the U.S. if cattle were raised on the range. If it were possible to transport and distribute this released grain to those in need, would this be a short-or-long-term solution to the world's food shortage? Why?

REFERENCE, INTERCOM #78, Center for war/peace studies.
Permission has been granted.

Trends in the World's Food Supply


GREATER MEAT CONSUMPTION
DEMAND
GROWING POPULATION
BAD WEATHER
CLIMATIC CHANGES
REPRESS
DEPRESS
WARS
GOVERNMENTAL POLICIES
LAND DISTRIBUTION
INCREASED COSTS FOR:
$-FERTILIZER
$-OIL
$-LABOR
$-EQUIPMENT
$-PESTICIDES
MISMANAGEMENT
REPRESS
SUPPLY
PRICE

The flow chart above shows some of the key elements in the world food picture. Growing population and rising consumption levels have pushed up demand. At the same time a series of factors have gathered to reduce supply. The price of food has skyrocketed. What might happen in the long run to restore the equilibrium? How will higher prices affect demand and future supplies? The data on the next few pages may help you with your answers. Look at the two graphs. What are the trends in food production at the international level? Why is per capita production in the graph at the right showing little improvement, even though total food production has risen?

Crop yields in developing countries are half or less than half of those in developed countries. If India has U.S. yields, its cereal production would be 230 million metric tons rather than 100. Increased production requires more fertilizer, water, pesticides, and machinery - and more money to pay for these.

Another way of seeing trends in the world's food supply is to look at the level of the world's grain reserve over a period of time.

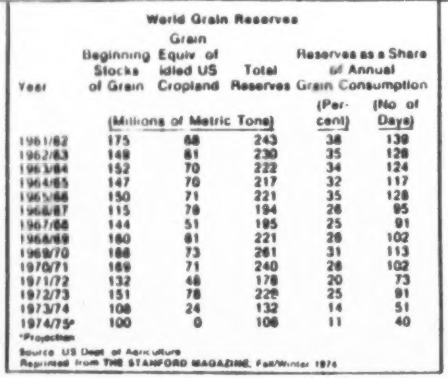
What changes in the world's reserves have occurred between 1961 and 1975?

If all U.S. cropland is in use, how does this affect possibilities for increasing future output?

* Why might it be a matter of concern when reserves have dipped as low as they had in 1973/74? Should nations work together to form an international reserve?

* At the present two percent annual growth in population, world food production will have to double in 35 years. Do you think this food increase is likely? Necessary? Use what you know about eating habits to consider alternatives if these levels cannot be met.

* Consider the flipside of this situation. What does Lester Brown, a food expert, mean when he says:



World Grain Reserves

Year	Beginning Stocks of Grain	Grain Equiv of Idled US Cropland	Total Reserves	Reserves as a Share of Annual Grain Consumption	
	(Millions of Metric Tons)			(Per-cent)	(No of Days)
1961/62	175	68	243	38	139
1962/63	149	81	230	35	128
1963/64	152	70	222	34	124
1964/65	147	70	217	32	117
1965/66	150	71	221	35	128
1966/67	115	79	194	26	95
1967/68	144	51	195	25	91
1968/69	160	61	221	26	102
1969/70	188	73	261	31	113
1970/71	169	71	240	26	102
1971/72	132	46	178	20	73
1972/73	151	78	229	25	91
1973/74	108	24	132	14	51
1974/75*	100	0	100	11	40

*Projection

Source US Dept of Agriculture
Reprinted from THE STANFORD MAGAZINE, Fall/Winter 1974

"...assured food supply would slow population growth?" Use what you learned in the population section to help you answer this. How does Brown's statement run counter to the prevailing neo-Malthusian notion that the more food you feed people the more babies people will have?

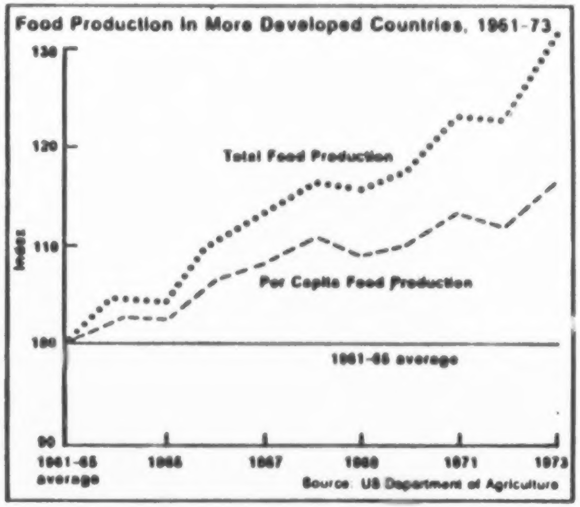
RISING PRICES ...and THEIR IMPACT

Look at the graph showing world wheat and oil prices. How many times higher was the price of wheat at its peak than it was in 1960?

What connection is there between rising oil prices and rising wheat prices?

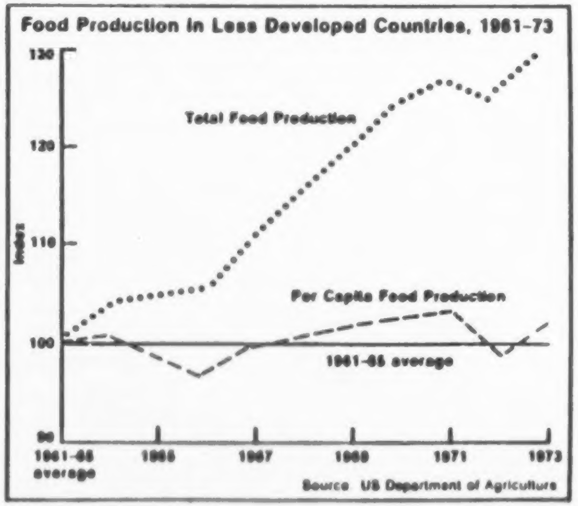
Chemical fertilizers are produced from oil and gas. In 1974 India was about one million tons short of fertilizer. This means a crop loss of eight to ten million tons of grain.

What other factors push up the price of grain?



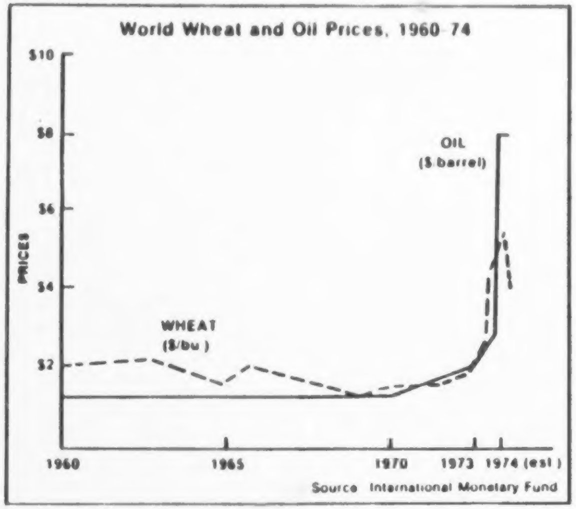
Food Production in More Developed Countries, 1961-73

Source: US Department of Agriculture



Food Production in Less Developed Countries, 1961-73

Source: US Department of Agriculture



World Wheat and Oil Prices, 1960-74

Source International Monetary Fund

How might higher prices of grains, oil, and/or fertilizer affect future supplies?

The price of rice - a major source of food in Africa as well as Asia - has quadrupled since 1972.

IMAGINE You live	Your per capita income is*	You spend % of your income on food**
in Germany	$4,218	17.7
US	5,593	16.9
India	104	65-70
Zaire	104	62
Japan	2,700	23

(Other sources suggest that the world's poorest people spend 80-90% of their income on food.)

*From World Military and Social Expenditures.
**The New York Times, January 26, 1975

How will the rise in wheat prices affect what you eat: If you are a subsistence farmer? A member of a middle-class family? An impoverished city dweller? Who is hardest hit? What will you do if you cannot afford higher prices? How would your actions affect future demand?

The Changing Pattern of World Grain Trade

40 Years of World Grain Trade[a]

(millions metric tons)

Region	1934-38	1948-52	1960	1966	1973[b]
North America	+ 5	+23	+39	+59	+91
Latin America	+ 9	+ 1	0	+ 5	− 3
Western Europe	−24	−22	−25	−27	−19
Eastern Europe and USSR	+ 5	——	0	− 4	−27
Africa	+ 1	0	− 2	− 7	− 5
Asia	+ 2	− 6	−17	−34	−43
Australia and New Zealand	+ 3	+ 3	+ 6	+ 8	+ 6

[a] Positive numbers are net exports, negative numbers are net imports.
[b] Estimate.

Source: US Department of Agriculture

What area of the world was the biggest exporter of grain in 1972? Explain how population growth caused the change in regions which were exporters in 1934 and importers in 1972.

Implications for Developing Countries

How will developing nations, already short of funds pay for increased food imports? If they have to borrow to pay for food, and have to reduce spending on other projects--building dams, irrigation systems, industrial plants, etc.--what affect might it have on their economic systems 10 to 20 years from now?

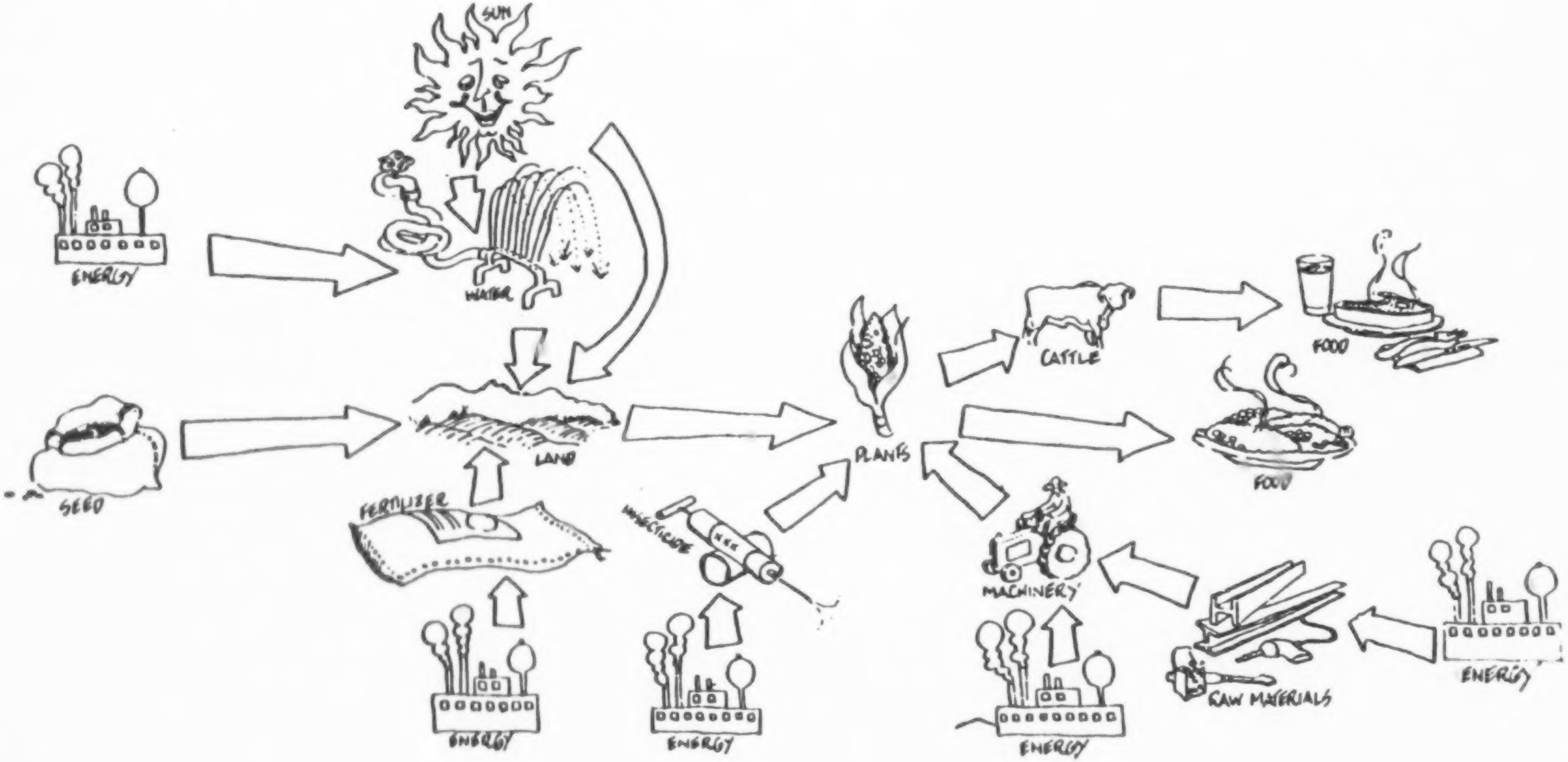
Ministers from 110 developing nations agreed recently in Senegal to follow the example of oil-producing nations and to establish guidelines for pricing their raw materials--ranging from aluminum and zinc to peanuts and bananas. What implications might this have for the future?

Implications for the United States

North America now has a larger share of the world export of grains than the Middle East has of the world export of oil. How should the US decide who is to receive food given as aid? Should the US use food aid to influence other nations to support American policies?

REFERENCE, INTERCOM #78, Center for war/peace studies. Permission for use has been granted.

Title: Elementary - Social Studies Student Choices	**Topic:** Anthropology	Student Data Sheet	306-203 (V) D


SUN
ENERGY
WATER
SEED
LAND
FERTILIZER
INSECTICIDE
ENERGY
ENERGY
PLANTS
CATTLE
FOOD
FOOD
MACHINERY
ENERGY
RAW MATERIALS
ENERGY

The students will identify the various eating customs of cultures in the eastern hemisphere. (506)(N)

Title: Food Customs

Topic: Anthropology

Time segment: Two 45 Minute Class Periods

306-204

Instructional objectives:

Students will research reasons for eating customs and compare three food use cultures.

Materials:

1. Student Data Sheet
2. Reference Materials.
3. Nutrition poster on basic food groups.

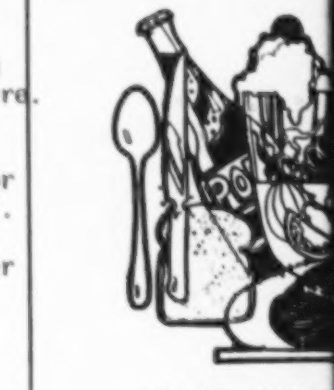
Evaluation:

Students can discuss reasons for similarities and differences in three eastern hemisphere cultures.

Adaptations:

1. More cultures can be researched.
2. Activity can be done in groups.

Procedure:



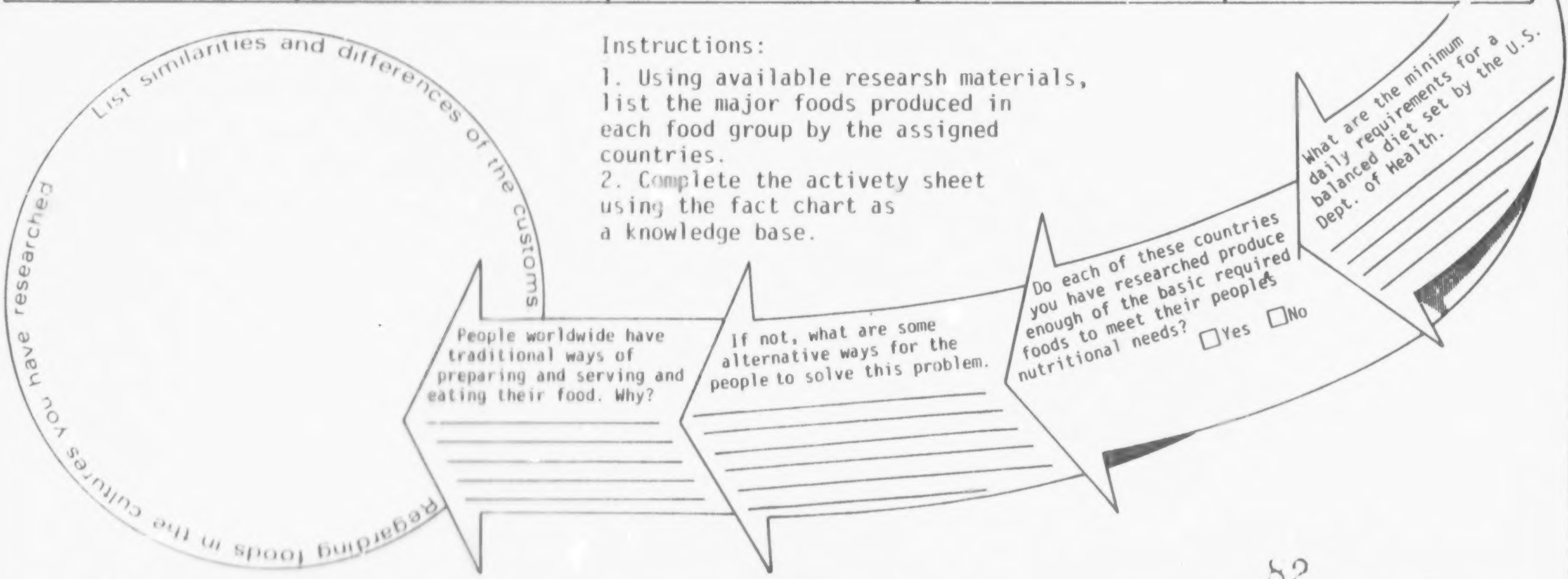
1. This is an individual student research activity on the food production and eating habits of cultures in the eastern hemisphere.
2. The teacher selects the countries representative of the cultures being studied for the Student Activity Sheet, "Food Customs".
3. This activity can be student directed after teacher instruction on the objectives of the activity sheet are given.
4. The students will need at least one 45 minute period for research.
5. A culminating class discussion will facilitate students sharing t for eating customs and the similarities and differences found in three cultures researched.
6. The Student Data Sheet, Food Crisis, 306-203 (413) can be used as resource.

Title: Food Facts	**Topic:** Anthropology Time Segment: Two 45 Minute Periods	Student Activity Sheet	306-204 (202)(I,V)

COUNTRY	Food Group 1 Meats & poultry	Food Group 2 Fruits & Vegetables	Food Group 3 Dairy Products	Food Group 4 Grain Products

Instructions:

1. Using available researsh materials, list the major foods produced in each food group by the assigned countries.
2. Complete the activety sheet using the fact chart as a knowledge base.



What are the minimum daily requirements for a balanced diet set by the U.S. Dept. of Health.

Do each of these countries you have researched produce enough of the basic required foods to meet their peoples nutritional needs? ☐Yes ☐No

If not, what are some alternative ways for the people to solve this problem.

People worldwide have traditional ways of preparing and serving and eating their food. Why?

List similarities and differences of the customs Regarding foods in the cultures you have researched

The students will identify the system of roles, norms, values, and sanctions of at least three countries in the eastern hemisphere and compare and contrast them with those of the United States. (202)(I,V)

Title: Talk Wit and Wisdom

Topic: Sociology

Time segment: Four 45 Minute Periods

306-301 (202)(I,V)

D

Instructional objectives:

Students will identify values expressed in proverbs of different cultures.

Materials:

1. Student Activity Sheet #1, "Wit and Wisdom Survey."
2. Student Activity Sheet #2, "Wit and Wisdom Survey."

Evaluation:

1. Students will be able to compare eastern hemisphere's roles, norms, and values with the United States through proverbs.

Adaptations:

1. Students could make proverb bumper stickers.
2. Survey can be extended past one day.

Procedure:

1. For an introduction, teacher writes a proverb on the board such as "Faults are like a hill: you stand on your own and talk about those of other people". What is the proverb talking about? This is a proverb popular among the Hausa, a people who live in northern Nigeria. What value is it expressing? Is there a proverb in the U.S. expressing this value?

2. A discussion on what is a proverb, universality of proverbs, and the many cultural statements it makes, leads in to Student Activity Sheet #1, "Wit and Wisdom Survey."

I'D RATHER BE SKIING

3. After a period of discussion and work on the Student Activity Sheet, teacher distributes and assigns the Student Activity Sheet #2, "Wit & Wisdom Survey."

4. Dictionaries of proverbs can be found in school or public libraries. These are excellent teacher or student references.

5. An enrichment assignment for students is to find a proverb in these special dictionaries with which they strongly agree or disagree. Write the proverb, reasons for selections, and bibliographical information to share with the class.

6. The second day, hold a discussion on activity sheet survey progress, and students' enrichment reports.

7. The third day, categorize the results of the students' survey on the chalk board. This enables students to share the results of their surveys. Some categories might be about the values of: honesty, physical activity, political preference and/or philosophies, pride in places or people, nature, etc. Which were seen the most?

Skills:

306-802
306-852
306-875
306-876
306-884

Evaluation and comments on activity:

Students:

Teacher:

8. The class selects the ten most popular proverbs from the categorized list.

9. The students select one of the most popular proverbs and writes a present day fable about our U.S. culture using the proverb selected as the moral.

10. The students should share their written fables and note the diversity of situations which explain the same moral.

Title: Wit & Wisdom Survey	**Topic:** Sociology	Student Activity Sheet #1	306-301 (202)(I,V) D

Here is a list of proverbs popular in some cultures of the eastern hemisphere. Read each proverb, become aware of the culture it is from, and write a statement identifying at least one cultural value, norm or sanction that you think is explained in that particular proverb. In the last column, write a comparable proverb from our own culture and check whether or not our version depicts the same moral as that of the eastern culture.

PROVERB AND IDENTIFICATION	ORIGIN	COMPARABLE PROVERB	Yes	No
1. The world has not promised anything to anybody. This culture values self reliance. This culture values self reliance	Moroco	I never promised you a rose garden.	✓	
2. Lower your voice and strengthen your argument.	Persia			
3. Many a good man is to be found under a shabby hat.	China			
4. Six feet of earth makes all men equal.	Italy			
5. Little by little grow the bananas.	Dahomey			
6. Punch yourself to know how painful it is to others.	Japan			
7. A horse that arrives early gets good drinking water.	Africa			
8. A stone in the water doesn't comprehend how parched the hill is.	Nigeria			
9. If you are a peg, endure the knocking, if you are a mallet, strike.	Lebonon			
10. You can force a man to shut his eyes, but you can't make him sleep.	Denmark			

Title: Wit & Wisdom Survey	**Topic:** Sociology	Student Activity Sheet #1	306-301 (202)(I,V)

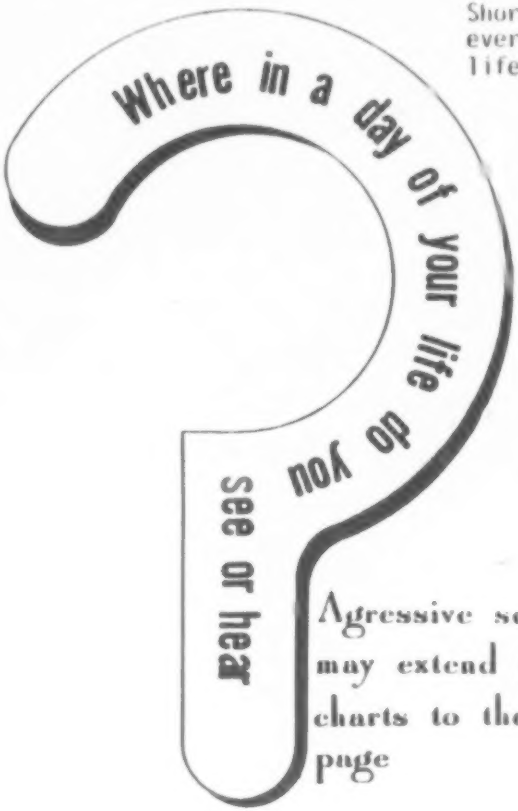
				D
13. A little in your own pocket is better than much in another's purse.	Spain			
14. Eat to live, not live to eat.	Greece			
15. By trying often, the monkey learns to jump from the tree.	Zaire			
16. He who stands with his feet on two ships will be drowned.	Russia			

FOR "STRETCHERS" ONLY!

Do some researching on your own and find some more proverbs from other cultures that have morals that depict values, norms or standards. If you know someone that has lived in another country, they might be able to tell you some proverbs from that culture.

Title: Wit & Wisdom Survey	**Topic:** Sociology	Student Activity Sheet #2	306-301 (202)(I,V) D

Short bits of wit and wisdom are called proverbs. People everywhere in the world use them. Search for them in your life! Record your findings on the survey charts below.


Where in a day of your life do you see or hear

Agressive searchers may extend these charts to the back page

WIT AND WISDOM

Newspapers and Periodicals

How often seen	Proverbs

Bumper Stickers and Billboards

How often seen	Proverbs

T.V. and Radio

How often seen or heard	Proverbs

The students will identify what people learn from groups with whom they interact. (401)(I,V)

Title: Small Group Development

Topic: Sociology

Time segment: 45 Minute Period

306-302 (401)(I,V)

D

Instructional objectives:

Students will interact and evaluate common roles that people play in groups.

Materials:

1. Airplane paper for each group.
2. Participant Activity Sheet for each student.
3. Observer Instruction Sheet for each student.

Evaluation:

1. Students are able to identify what role people take in group interaction.
2. Students identify the cause and effect of roles on the group process.
3. Student can reflect on what talents they bring to the group.

Adaptations:

Have fewer observers evaluate more participants.

Procedure:

1. Divide class into two equal groups. Designate one group to be observers and the other as participants.
2. Divide the participants and observers into two separate groups.
3. The two groups of participants each form a circle in different areas of the room.
4. Each observer sits behind a participant forming an outside circle.
5. Distribute "Observer Instruction Sheet" to each student observer to study but not show.
6. Distribute "Participant Instruction Sheet" to each participant.
7. At this point, groups should proceed for 10 minutes according to the rules outlined on the Participant's Activity Sheet.
8. Planes are judged on stated criteria and a winner is determined.
9. Teacher explains the role of the observers to the participants and reviews the common roles people play in groups.
10. Each participant turns and faces observer who shares observations.
11. Each participant listens to observations and reflects back on behavior to evaluate clearly how they interacted and why.
12. The process is repeated as the roles of participant and observer are reversed by changing places.
13. Debrief by discussing the differences between the two sessions and the reasons for them. Did the second session produce a better plane with less effort. If so, why?

Skills:

306-825
306-827
306-853

Evaluation and comments on activity:

Students:

Teacher:

14. Debriefing should also include student reactions to the roles of observers and participant.

REFERENCE: Developing Decision Making Skills.
Kurfman, Dana G. Editor, National Council of
Social Studies, 47 Yearbook 1977.

Title: Small Group Development	**Topic:** Sociology Time Segment - 45 Minutes	Student Activity Sheet	306-302 (401) D

OBSERVERS' INSTRUCTION SHEET FOR AIRPLANE CONTEST:

The participant group's task is to design and build a paper plane that will stay in the air the longest, fly accurately and look best. You are to watch one participant for the entire contest and observe his/her contributions to the group or the keeping of talents from the group. Decide which of the following roles is taken first, second, etc. by your participant and record information in the left column. Comments on participant's actions should be placed in observation blank.

Here are the common roles that people play in groups:

☐ 1.TAKE-CHARGE GUY ....He thinks he's the only one in the group with any ability.
Observation: ____________________

☐ 2.THE DO-NOTHING............This person sits off to the side and makes no contribution to the group.
Observation: ____________________

☐ 3. THE DART THROWER..........This person throws darts at almost any idea suggested by anyone else but rarely, if ever, offers a better idea.
Observation: ____________________

☐ 4.THE SOAPBOX...............This person talks and talks and talks.
Observation: ____________________

☐ 5.THE CLIQUE................This part of the entire group actually does the work. They make the others feel unwanted and do the work themselves.
Observation: ____________________

☐ 6.THE COORDINATOR...........This person takes charge but accepts the ideas of others. This person does feel that others in the group can help.
Observation: ____________________

☐ 7.THE MEDIATOR..............This person helps keep peace in the group. The person acts as a go-between for people and thereby helps the smooth flow of ideas.
OBSERVATION: ____________________

☐ 8.THE FOLLOWER..............This is the "yes" man. This person simply says "yes" whenever a strong person makes a suggestion.
OBSERVATION: ____________________

☐ 9.THE TRAVELER..............This person seems more interested in the activities of the other group than in the group the person is in.
Observation: ____________________

Title: Small Group Development	**Topic:** Sociology Time Segment- 45 Minutes	Student Activity Sheet	306-302 (401) D

PARTICIPANTS' INSTRUCTION SHEET FOR AIRPLANE CONTEST

Your group is to compete with the other group to produce the worlds's best paper airplane. You must use the paper provided but can add any of your own materials. Your group must produce one plane. Final planes are given points for airworthiness, accuracy when thrown, and artistic design. You have ten minutes.

PARTICIPANTS' INSTRUCTION SHEET FOR AIRPLANE CONTEST

Your group is to compete with the other group to produce the world's best paper airplane. You must use the paper provided but can add any of your own materials. Your group must produce one plane. Final planes are given points for airworthiness, accuracy when thrown, and artistic design. You have ten minutes.

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PARTICIPANTS' INSTRUCTION SHEET FOR AIRPLANE CONTEST

Your group is to compete with the other group to produce the world's best paper airplane. You must use the paper provided but can add any of your own materials. Your group must produce one plane. Final planes are given points for airworthiness, accuracy when thrown, and artistic design. You have ten minutes.

The students will identify ways that social systems reflect values of the people within a society. (411) (V)

Title: Cartoon Tales

Topic: Sociology

Time segment: Three 30-45 Minutes Periods

306-303 (411)(V)

I

Instructional objectives:

Understanding political cartoons and how they reflect the values of the people within a society.

Materials:

1. Copies of Student Activity Sheets 1, 2 & 3 for each student.
2. Overhead transparencies made of the four cartoons provided.
3. Overhead projector.

Evaluation:

Students produce an original political cartoon reflecting a value of our society clearly and logically.

Adaptations: 1. Other cartoon symbols and political cartoons applicable to topics being studied or of interest in your region can be used. 2. Other sections of the newspaper reflect societies' values, such as comic strips, editorials, etc. These can be used to meet the objective also.

Procedure:

1. Familiarize the students with the symbolism of political cartoons by using Student Activity Sheets 1 and 2.

2. The instructions of Activity Sheet 1 make reference to using the World Book Encyclopedia, volumes D, Q-R, S, and U-V. You will want to gather as many volumes together as possible for accessibility for research. However, using the World Book is not essential to the completion of the activity.

3. Decoding political cartoons requires a knowledge base of current events and values. Four cartoons are provided for students to evaluate, symbol by symbol, and determine the point of view expressed by each cartoonist. Specific questions are asked about each cartoon to assist the students' understanding.

4. The final activity in this series asks each student to select an issue, determine a personal point of view, and create an original cartoon depicting that interpretation.

Skills:

306-825
306-879

Evaluation an[illegible]mments on activity:

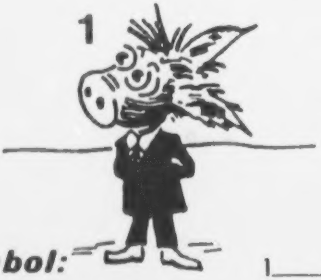
Students:

Teacher:

Title: Cartoon Tales	**Topic:** Sociology	Student Activity Sheet #1	306-303 (411) (V) I

* Using the World Book Encyclopedia, Volumes D, Q-R, S, and U-V, try to find the meaning of the cartoon symbol and under what topic it was located.

1



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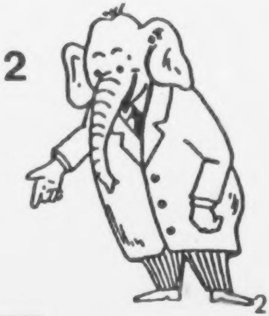

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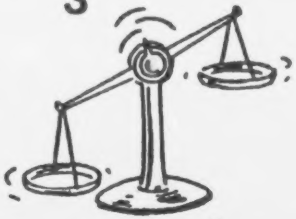


A. Symbol:

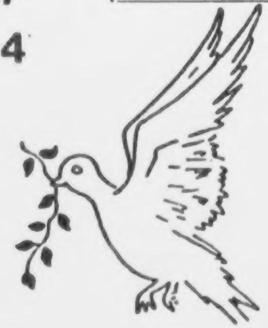
B. Located under what topic?

1____________
1____________

2____________
2____________

3____________
3____________

4



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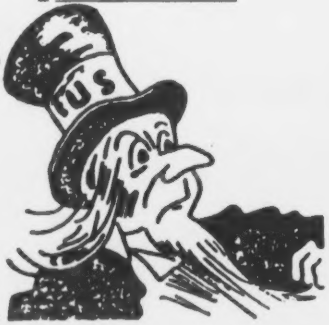


A. Symbol

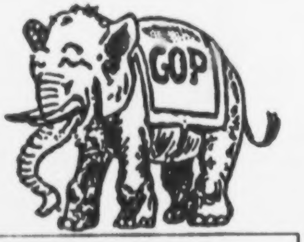
B. Located under what topic?

4____________
4____________

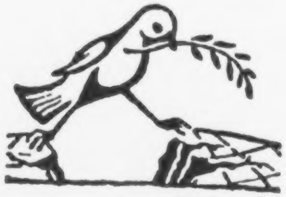
5____________
5____________

Title: Cartoon Tales	**Topic:** Sociology	Student Activity Sheet 2	306-303 (411) (V) I

Because each cartoonist has a unique style, they may use the same symbols, but draw them differently. Here are 12 symbols that are the same as those on Page 1. Identify them by writing what they represent in each box.



1



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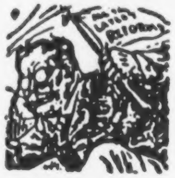

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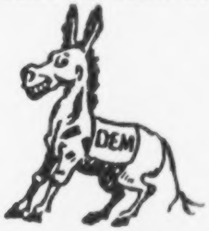

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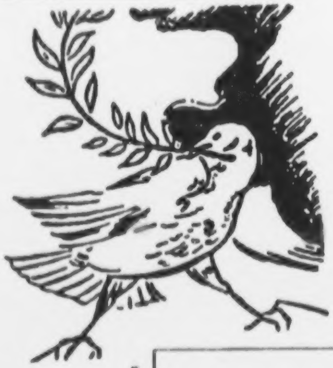

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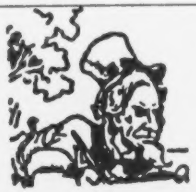

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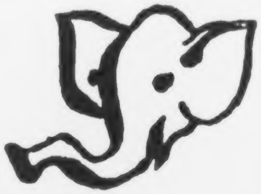

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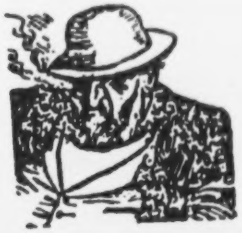

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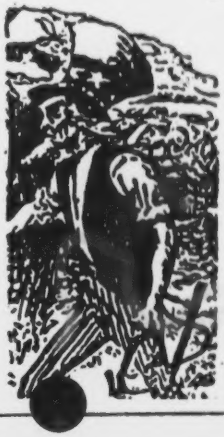

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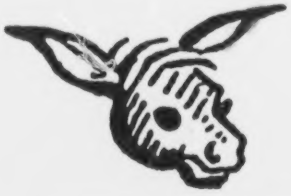

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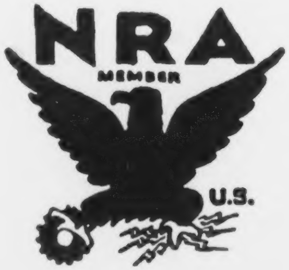
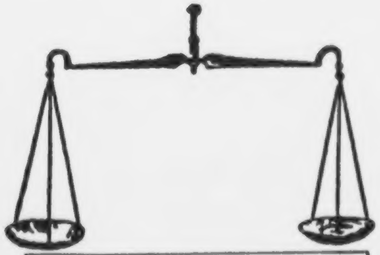
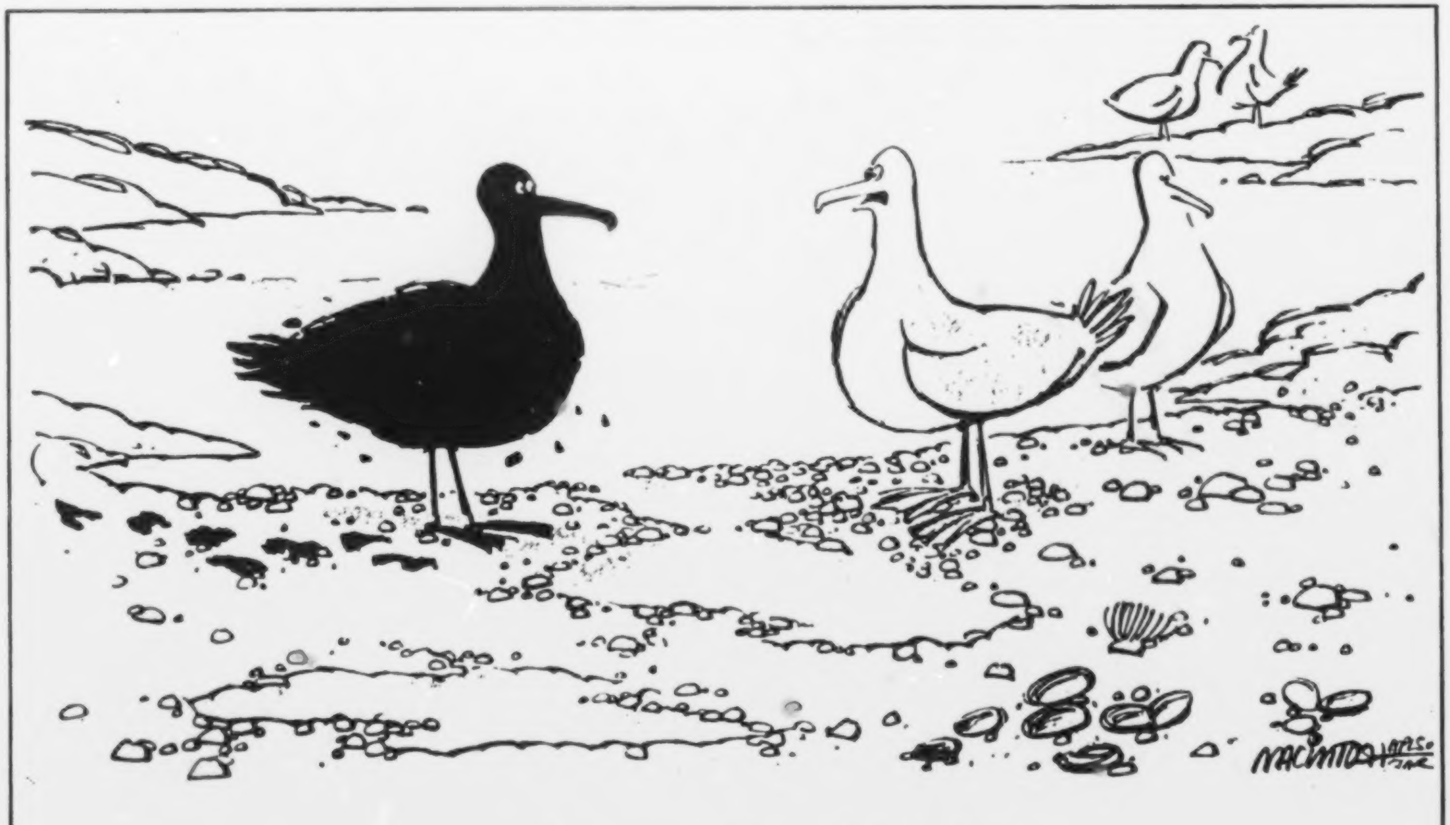


11



12

Title: Cartoon Tales	**Topic:** Sociology	Teacher Materials: Transparency	306-303 (411)(V) 1

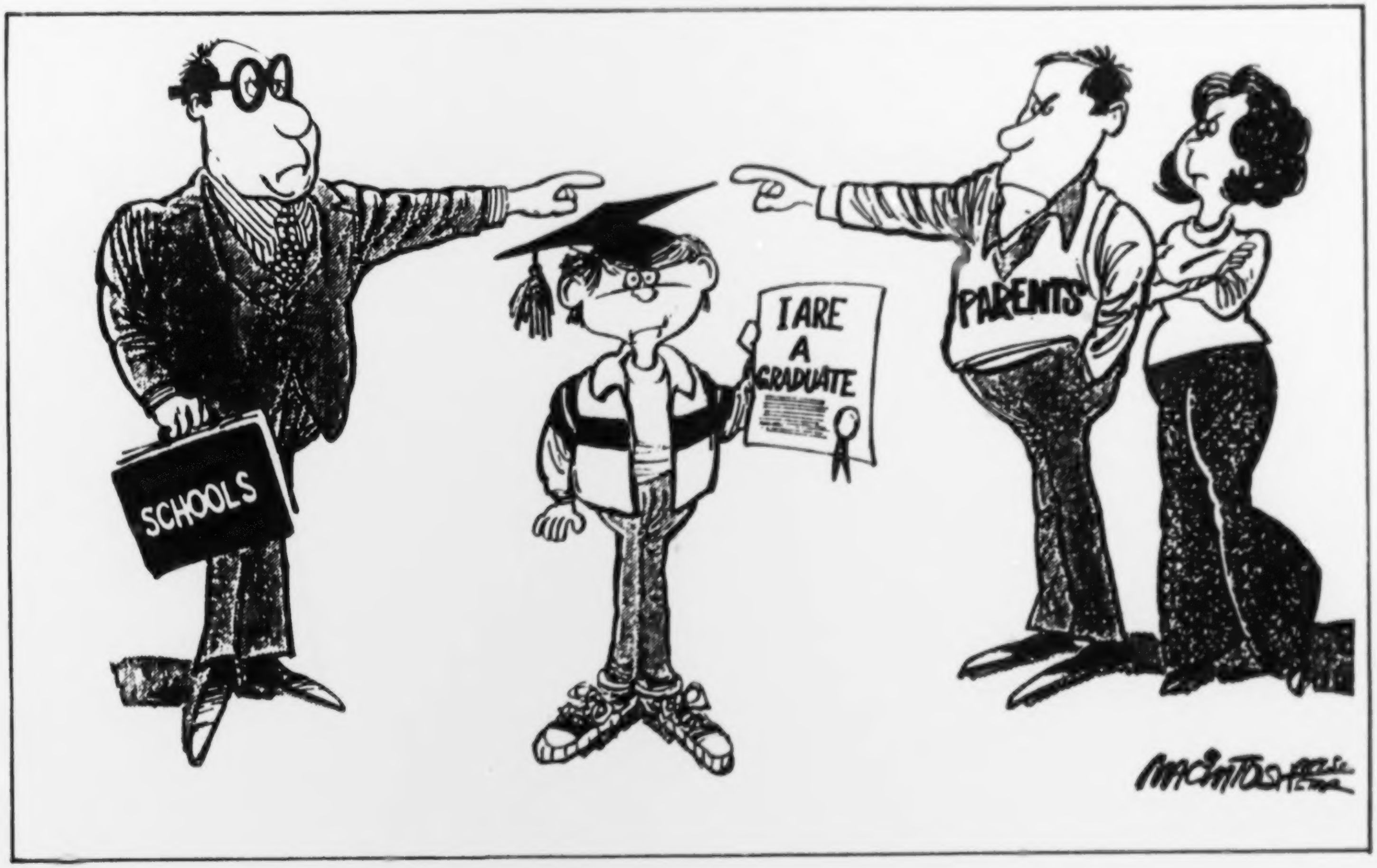


So, how are things off Nantucket?

Where is Nantucket? Why is one bird black?

What value is the cartoonist addressing?

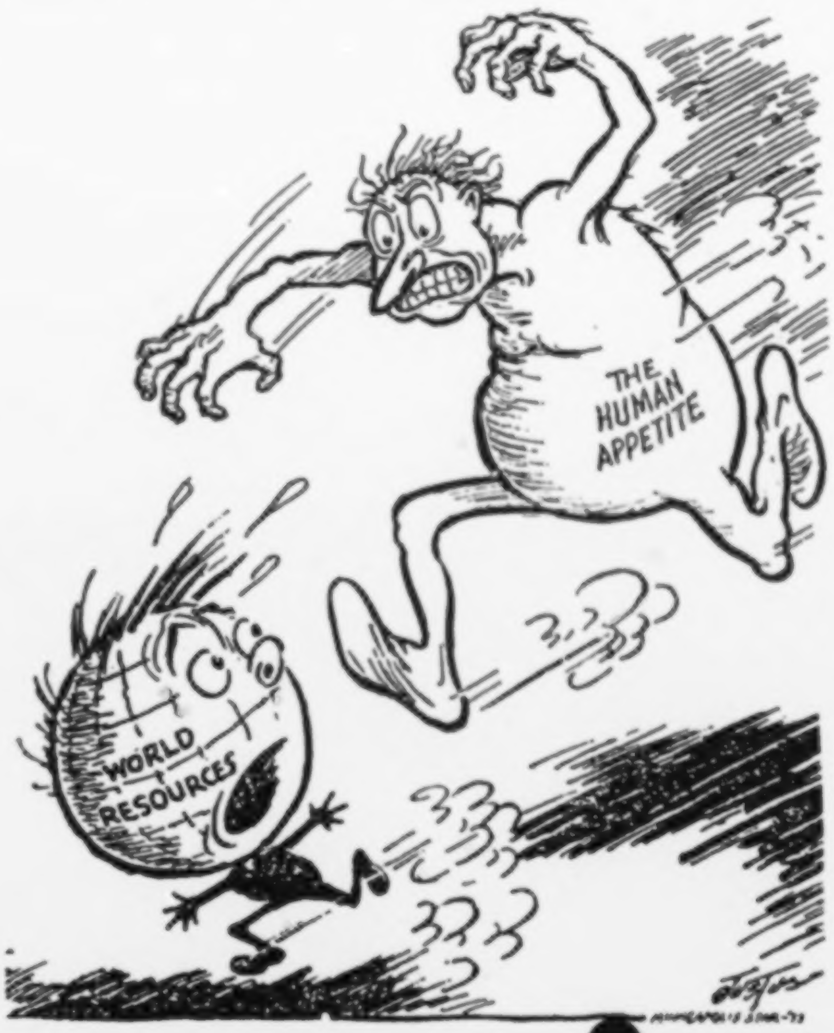
Title: Cartoon Tales	**Topic:** Sociology	Teacher Materials: Transparency	306-303 (411)(V) I


SCHOOLS
I ARE A GRADUATE
PARENTS
MACINTOSH

Why are the two men pointing? How does the woman feel?

Why is the graduate in the Middle? What is the cartoonist's point of view?

Title:	**Topic:**		
Cartoon Tales	Sociology	Teacher Materials: Transparency	306-303 (411)(V) I



REAL HORROR STORY

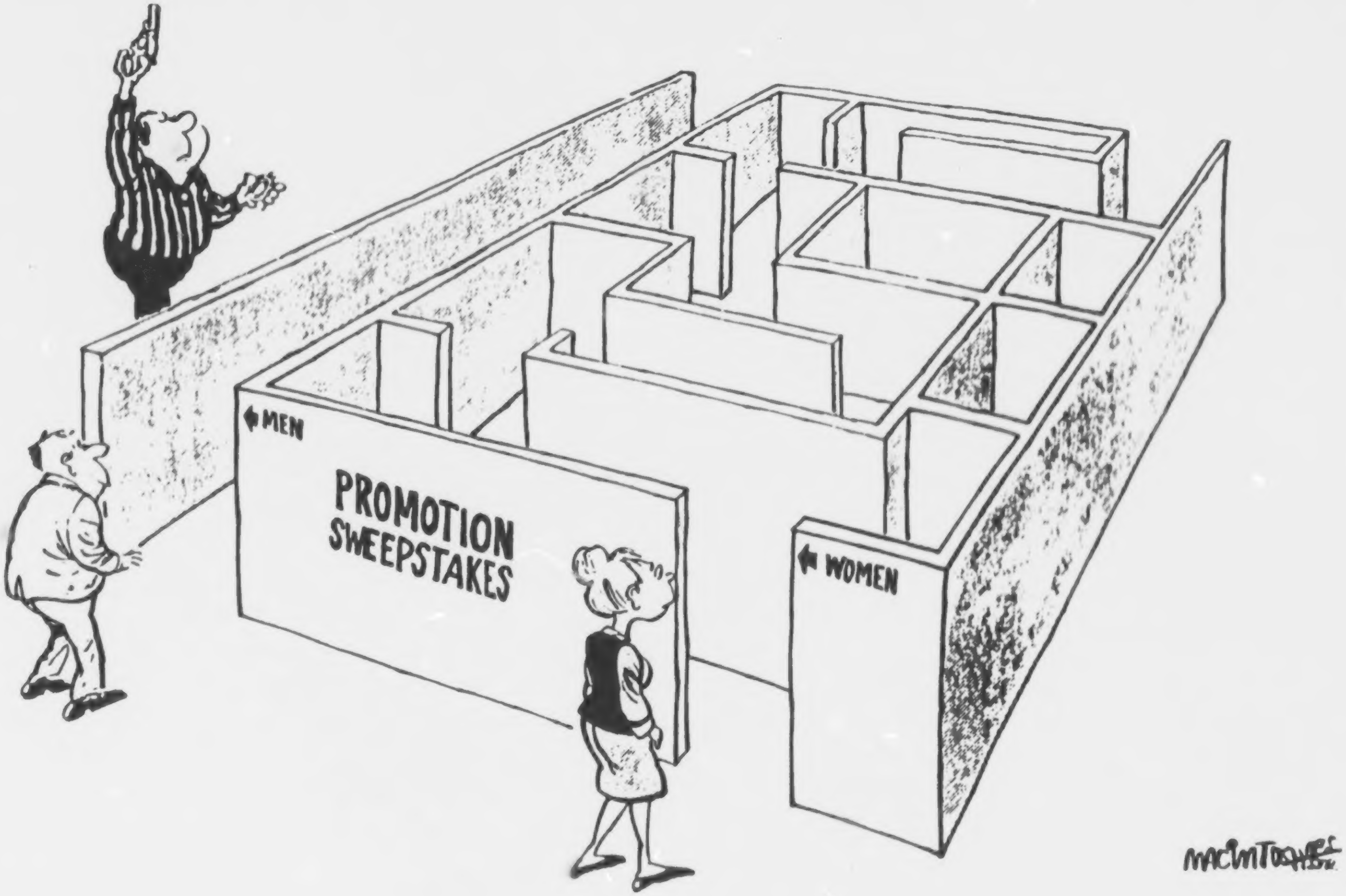
THE HUMAN APPETITE
WORLD RESOURCES
MINNEAPOLIS STAR-'73

Why is the globe running?

What does the title mean?

What value is the cartoon addressing?

Title: Cartoon Tales	**Topic:** Sociology	Teacher Materials: Transparency	306-303 (411)(V) I


⇐ MEN
PROMOTION SWEEPSTAKES
⇐ WOMEN

What is the cartoonist saying about the race? What are the racers competing for?

Title: Cartoon Tales	**Topic:** Sociology	Teacher Materials: Transparency	306-303 (411)(V) I

You are a political cartoonist.

A. Select a point of view reflecting a value of our society.

Point of View ____________________

____

B. Develop at least two cartoon symbols to express your point of view. Draw them in Box A & B.

C. Draw your cartoon and write an appropriate caption expressing your point of view.

A. Cartoon Symbol: ____________________

B. Cartoon Symbol: ____________________

C. Caption:

The students will analyze the pros and cons of honesty in the home, business, school, church, and government. (205)(V,P)

Title: Why Honesty?

Topic: Sociology

Time segment: One 45 Minute Period

306-304 (411)(V)

D

Instructional objectives:

To facilitate the students' thinking of the pros and cons of honesty in behavior.

Materials:

1. Student Activity Sheet, "Why Honesty" for each student.

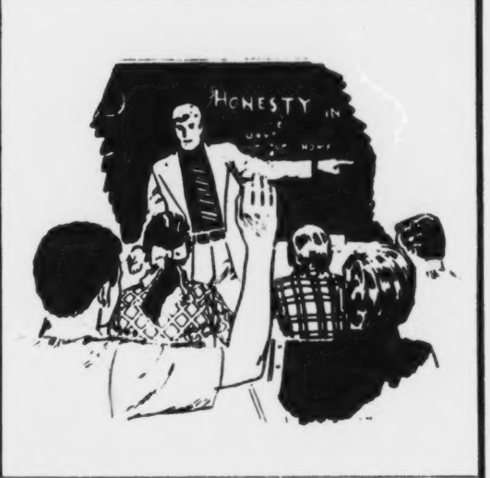
Evaluation:

The student analyzes and completes the Student Work Sheet logically.

Adaptations:

Develop other norms for analysis.

Procedure:



1. Discuss with class that a norm is a rule written or unwritten, governing behavior.
2. Assure your students that Student Activity Sheet "Why Honesty," is private. They need only share the responses they are comfortable discussing.
3. Discuss the first business norm with the students and chart responses on the board for visual reinforcement of procedures.
4. Encourage students to identify as many norms in each topic area as possible.
5. Further charting can be written on the back of the Student Activity Sheet.
6. Conduct a group discussion, sharing students' norms and responses they are comfortable sharing.

Skills:

306-825
306-829

Evaluation and comments on activity:

Students:

Teacher:

Title: Why Honesty?	**Topic:** Sociology	Student Activity Sheet	306-304 (411)(V) D

Names of Groups	**Norms**	**Why would people conform to norm?**	**Why would people not conform?**	**What would you do?**
Buisness:	***Honest days work for an honest days pay.*** ***Own:*** ______			***Conform*** ☐ ***Not Conform*** ☐ ***Conform*** ☐ ***Not Conform*** ☐ ***Why?*** ______
Gov't.:	***Representative votes on issues reflecting the views of their constituency.*** ***Own:*** ______			***Conform*** ☐ ***Not Conform*** ☐ ***Conform*** ☐ ***Not Conform*** ☐ ***Why?*** ______
Church:	***Be charitable to those less fortunate.*** ***Own:*** ______			***Conform*** ☐ ***Not Conform*** ☐ ***Conform*** ☐ ***Not Conform*** ☐ ***Why?*** ______
School:	***Be truthful with friends.*** ***Own:*** ______			***Conform*** ☐ ***Not Conform*** ☐ ***Conform*** ☐ ***Not Conform*** ☐ ***Why?*** ______
Home:	***Fulfill responsibilites.*** ***Own:*** ______			***Conform*** ☐ ***Not Conform*** ☐ ***Conform*** ☐ ***Not Conform*** ☐ ***Why?*** ______

The "Why" section in "What would you do" category can be continued on the back.

Title: Why Honesty?	**Topic:** Sociology	Student Activity Sheet	306-304 (411)(V) D

Names of Groups	***Norms***	***Why would people conform to norm?***	***Why would people not conform?***	***What would you do?***
Buisness:	***Honest days work for an honest days pay.*** ***Own:*** ______			***Conform*** ☐ ***Not Conform*** ☐ ***Conform*** ☐ ***Not Conform*** ☐ ***Why?*** ______
Gov't.:	***Representative votes on issues reflecting the views of their constituency.*** ***Own:*** ______			***Conform*** ☐ ***Not Conform*** ☐ ***Conform*** ☐ ***Not Conform*** ☐ ***Why?*** ______
Church:	***Be charitable to those less fortunate.*** ***Own:*** ______			***Conform*** ☐ ***Not Conform*** ☐ ***Conform*** ☐ ***Not Conform*** ☐ ***Why?*** ______
School:	***Be truthful with friends.*** ***Own:*** ______			***Conform*** ☐ ***Not Conform*** ☐ ***Conform*** ☐ ***Not Conform*** ☐ ***Why?*** ______
Home:	***Fulfill responsibilites.*** ***Own:*** ______			***Conform*** ☐ ***Not Conform*** ☐ ***Conform*** ☐ ***Not Conform*** ☐ ***Why?*** ______

T[illegible] "Why" section in "What would you [illegible] category can be continued on the [illegible]k.

The students will compare the following regions of the United States with similar regions in the eastern hemisphere; forests, deserts, farming, ocean, manufacturing, trading, and political. (104)

Title:

Geographical Survey

Topic: Geography

Time segment: One 45 Minute Period

306-401 (104)(V)

D

Instructional objectives:

Student is exposed to similarities of regions in the U.S. and countries in the eastern hemisphere.

Materials:

1. Sufficient world atlases to facilitate class activity.
2. Student Activity Sheet for each student.

Evaluation:

The student is able to identify specific similarities of regions around the world.

Adaptations:

Teacher will make map transparency for class use.

Procedure:

1. Class discusses and defines the geographical terms on the Student Activity Sheet according to the student reference being used.
2. Teacher should orally drill the class on the use of an atlas.
3. The students should complete the student Activity Sheet, "Geographical Survey".
4. Teacher needs to circulate among the students, helping where necessary.
5. During evaluating discussion of the Activity Sheet, students share responses and verify by indicating the exact reference in atlas used.
6. This is an excellent method to assist students having written incorrect responses in understanding their error.

Skill[illegible]

306-816
306-810

Evaluation a[illegible]omments on activity:

Students:

Teacher:

Title: Geographical Survey	**Topic:** Geography	Student Activity Sheet	306-401 (104)(V) D

STUDENTS COMPLETE THIS GEOGRAPHIC SURVEY USING TEXT OR AN ATLAS.

Term	Kinds in U.S.---Regions	Similar Regions in the Eastern Hemsisphere
Forests		
Deserts		
Farming		
Ocean		
Manufacturing		
Trading		
Political		

The students will describe the geographical location, natural features, and natural resources of: Western Europe, The Soviet Union, Eastern Europe, Asia, Africa, the Far East, and the Middle East. (104)(V)

Title: Map Making

Topic: Geography

Time segment: Four 45 Minute Periods

306-402 (104)

D

Instructional objectives:

Students will participate in a small group production of salt relief maps showing physical features and natural resources of geographical locations in the eastern hemisphere.

Materials:

Each group will be supplied with:

1. Sufficient salt and cornstarch clay or salt and flour clay to produce a map (Recipes on back).
2. Cardboard or wooden foundation for map.
3. Mixed tempra paint and brushes as needed.
4. Construction paper, various colors.
5. Scissors, rulers, glue and some marking pens for labeling. (over)

Evaluation:

1. The student contributes to the group process.
2. Each group completes a salt relief map that has been planned well, is informative and shows quality work.

Adaptations:

1. Each student makes an individual map.
2. Students complete project as an outside assignment.
3. Accellerated students establish and create maps to scale.

Procedure:

1. Introduce project of making salt relief maps of geographical area.
2. Discuss working with salt dough and construction of relief maps.
3. Establish seven groups of students and assign one of the following geographical locations for map production: Western Europe, the Soviet Union, Eastern Europe, Asia, Africa, Far East and Middle East. Supply each group with a reference map of the assigned area.
4. Each group organizes and fills out their "Plan of Action" sheet. Upon completion, the chairperson of each group evaluates group plans with the teacher before proceeding to the actual project.
5. Groups complete project following planned procedure.
6. Conduct debriefing session asking students to compare the maps in a positive manner, and evaluate effective procedures used by all seven groups. Have students establish a criteria of project evaluation to be used for future group work.

Skill

Materials: Continued

6. Reference map of location to be reproduced.

Salt and cornstarch clay

1 cup salt
1/2 cup cornstarch
3/4 cups water

Cook in double boiler. In approximately two minutes a mass will form. Place this mass on waxed paper until it is cool enough to handle. Knead for three minutes. The material can be wrapped in foil or plastic bags until used. It will keep several days but must be kneaded again before using.

Salt and Flour Clay

3 cups salt
1 cup flour
3 Tsp alum
Few drops of oil of clove to give pleasant aroma.

Mix ingredients. Cover the map with a layer of salt clay about 1/4 inch thick, and then continue to make raised places for mountains and lower places for valleys. Rivers can be shown by using an implement to make crevices in the surface.

Salt mixture can be colored with food coloring or powder paint before maps are formed. Refer to any elevation key for colors. For deserts, sand can be spread on the map before

Evaluation a omments on activity:

Students:

Teacher:

Skills:

Material continued:

the clay is dry. Sand will adhere to salt mixture.

306-804
306-809
306-850
306-884

Evaluation and comments on activity:

Students:

Teacher:

Title: Map Making	**Topic:** Geography Time Segment - Four 45 Minute Periods	Student Activity Sheet	306-402 (104) ☐

GROUP PLAN OF ACTION CHART

STEP 1

Day 1 *(Project Planing)*		Task Completed	Day 2 *(Using Salt Dough)*			Day 3 *(Adding Details to map)*			Day 4 *(Presentation & Debriefing)*		
Task	*Responsible Member*	√	*Task*	*Responsible Member*	√	*Task*	*Responsible Member*	√	*Task*	*Responsible Member*	√

STEP 2 Forecast possible problems that your group might encounter on each of these days.

STEP 3 Based on forecasted problems, make necessary changes in the daily plans.

STEP 4 Have this planning chart checked by the teacher befor proceeding with the project.

Teacher's O.K.☐

ELEMENTARY - SOCIAL STUDIES HISTORY INSTRUCTIONAL OBJECTIVE: 306-501

The students will identify the ancient "cradles of civilization." (102)(I)

Title: Ancient Cradles of Civilization

Topic: History

306-501 (102)(V)

Time segment: One 45 Minute Period

D

Instructional objectives:

1. Understand at least ten characteristics of a civilization.
2. Understand the nature of ancient civilization.

Materials:

1. Large chalkboard space for class brainstorming and categorizing.
2. Student Activity Sheet: Locating Ancient Cradles of Civilization.

Evaluation:

1. Students understand at least ten characteristics of civilization.
2. Students can locate and identify ancient cradles of civilization.

Adaptations:

1. Students can make individual brainstormed and categorized list.
2. Only large world map could be used to identify location of civilizations.

Procedure:

1. Class brainstorms a substantial list of possible characteristics of civilization to be written on the board.

2. The development of this list should be open and nonevaluative.

3. Students combine and categorize items from the brainstormed list. The discussion should become more evaluative; encourage the class to consider whether each suggestion is a distinguishing characteristic, or whether several lower order items on the list can be combined into one.

4. Add any items from the following list the class has overlooked, being sure to explain why the characteristic is being added.

   a. Relatively dense and widely dispersed population.
   b. Full time labor specialists.
   c. Concentration of capital wealth.
   d. Monumental public architecture.
   e. A class-stratified society.
   f. A system of writing a numeral notation.
   g. Predictive sciences.
   h. Sophisticated art styles.
   i. Long distance trade.
   j. The political system.
   (This list taken from the writings of Gordon Childe, 1950)

5. Retain students' categorical list of characteristics for use in the 306-502 Activity.

6. Using Student Activity Sheet "Locating Ancient Cradles of Civilization" students will label the continents and locate the ancient civilizations.

References: Childe, V. Gordon: "The Urban Revolution." Town Planning Review, 21:1 (1950) 3-17.

Skills:

306-827
306-852

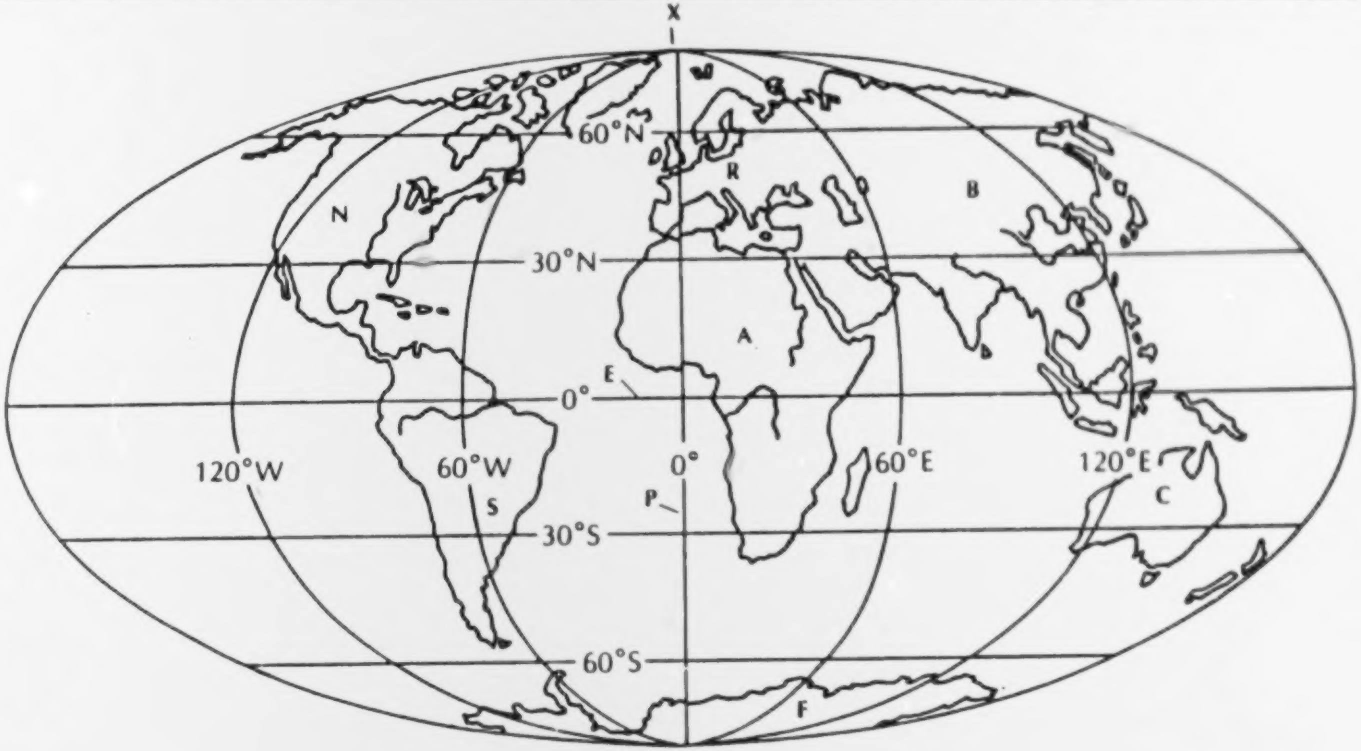
Evaluation and comments on activity:

Students:

Teacher:

Teaching World History, edited by Douglas D. Alder Glenn, N. Linden, ERIC Clearing House for Social Studies/ Social Science Education, Boulder, Colorado, and Social Science Consortium Inc., Boulder, Colorado.

Title: Ancient Cradles & Civilization	**Topic:** History Time Segment: 45 Minutes	Student Activity Sheet	306-501 (102)(V) D



1. Match each of the following geographic terms with one of the letters on the map. Write the letter in the space provided before each term.

2. Locate on the map these early centers of civilization:

   a. Olmec
   b. Maya
   c. Chavin
   d. Egypt
   e. Phoenicia
   f. Mesopotamia
   g. Indus Valley
   h. Yellow River Valley

______ Antarctica

______ Europe

______ North Pole

______ South America

______ North America

______ Equator

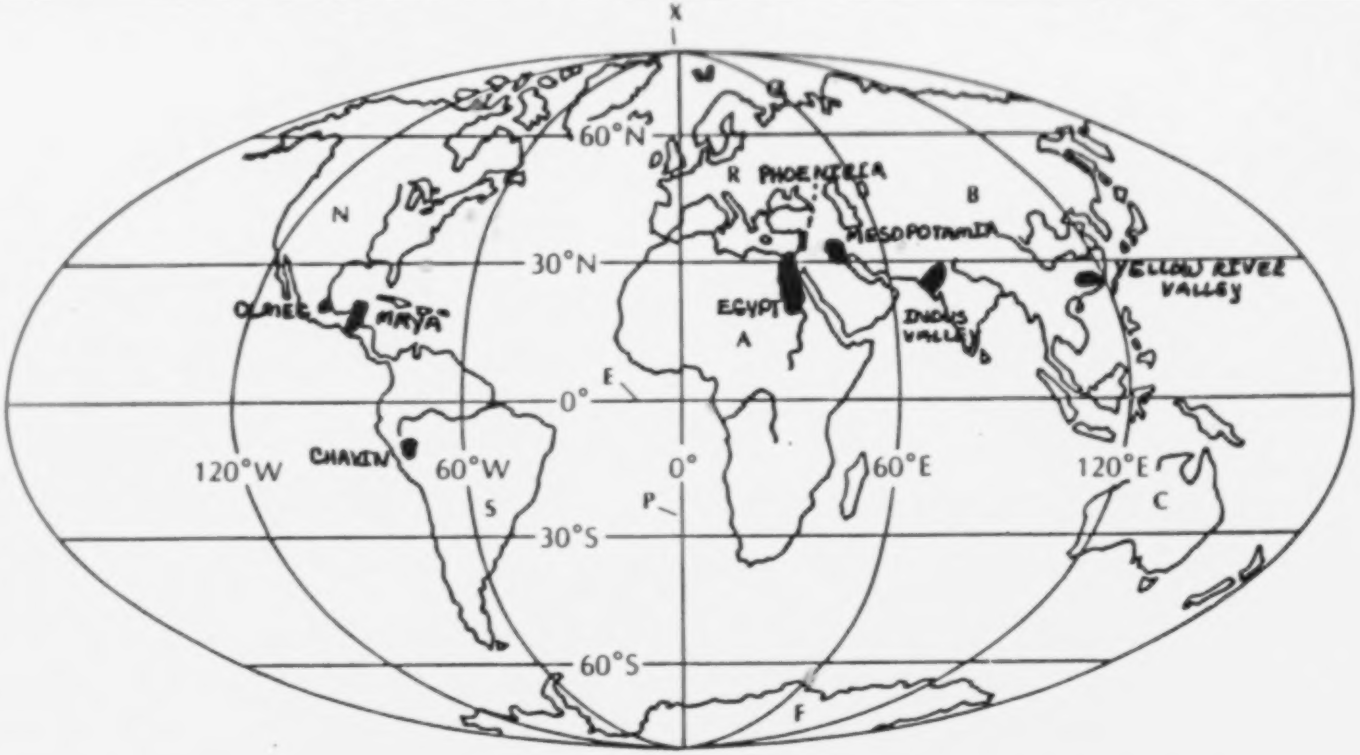
______ Prime meridian

______ Africa

______ Asia

______ Australia

Title: Ancient Cradles & Civilization	**Topic:** History Time Segment: 45 Minutes	Teacher Key	306-501 (102)(V) D


X
60°N
30°N
0°
30°S
60°S
120°W
60°W
0°
60°E
120°E
N
R
PHOENICIA
B
MESOPOTAMIA
YELLOW RIVER VALLEY
OLMEC
MAYA
EGYPT
A
INDUS VALLEY
E
CHAVIN
S
P
C
F

1. Match each of the following geographic terms with one of the letters on the map. Write the letter in the space provided before each term.

2. Locate on the map these early centers of civilization.

a. Olmec	e. Phoenicia
b. Maya	f. Mesopotamia
c. Chavin	g. Indus Valley
d. Egypt	h. Yellow River Valley

F Antarctica

R Europe

X North Pole

S South America

N North America

E Equator

P Prime meridian

A Africa

B Asia

C Australia

The students will evaluate the contributions to our modern cultures by one of the following ancient cultures: Egyptian, Greek, or Roman. (106)(I,V)

Title: The Fertile Crescent

Topic: History

Time segment: 45 Minute Segment

306-502 (106)(I,V)

I

Instructional objectives:

1. Understand the nature of ancient civilizations of the Fertile Crescent and their relationship to our culture.

Materials:

1. Student Data Sheet: Fertile Crescent.
2. Student list compiled in 306-501.
3. Student Activity Sheet: Relationships.

Evaluation:

1. The student understands the nature of ancient civilizations.
2. The student can identify examples of characteristics and civilization in the Fertile Crescent.
3. Appreciate the accomplishments and contributions of these (over)

Adaptations:

Use other ancient civilizations on which to build this activity.

Procedure:

1. Students read Student Data Sheet on the Fertile Crescent
2. Match the practice of these ancient civilizations with the characteristics of civilizations list developed in 306-501.
3. Students discuss the specific relationships of these civilizations to the categories on list.
4. Students complete Student Activity Sheet, "Relationships".

Skills:

306-850
306-853

Evaluation: Continued

civilizations to modern cultures.

Evaluation and comments on activity:

Students:

Teacher:

Title: The Fertile Crescent	**Topic:** History	Student Data Sheet	306-502 (106)(I,V) I

THE FERTILE CRESCENT

Between 3500 B.C. and 1500 B.C. cities in the Fertile Crescent grew and changed. People learned to grow food and raise animals. The people began to specialize in their work.

People living in the cities had many new ideas. One new idea was the wheel, which was used on carts and charriots. Writing was invented. These inventions and lifestyles entered humans into a period called civilization.

In the Fertile Crescent, there are two large rivers. One is the Tigris, and the other is the Euphrates. Spring flooding soaked the land, bringing soil from the mountains, and nourished the soil with rich minerals. The people built large cities away from the flood areas. There was usually plenty of food.

As population grew, people moved south where water was scarce. The idea of irrigation aided town growth away from the river. People owning the irrigation system developed into the wealthy decision making class. Priests became irrigation planners.

The amount of water given to people on earth was caused by the Gods, the early people believed. Legends of the Gods were written.

Surplus food supply enabled people to trade excess for others special crafts and products.

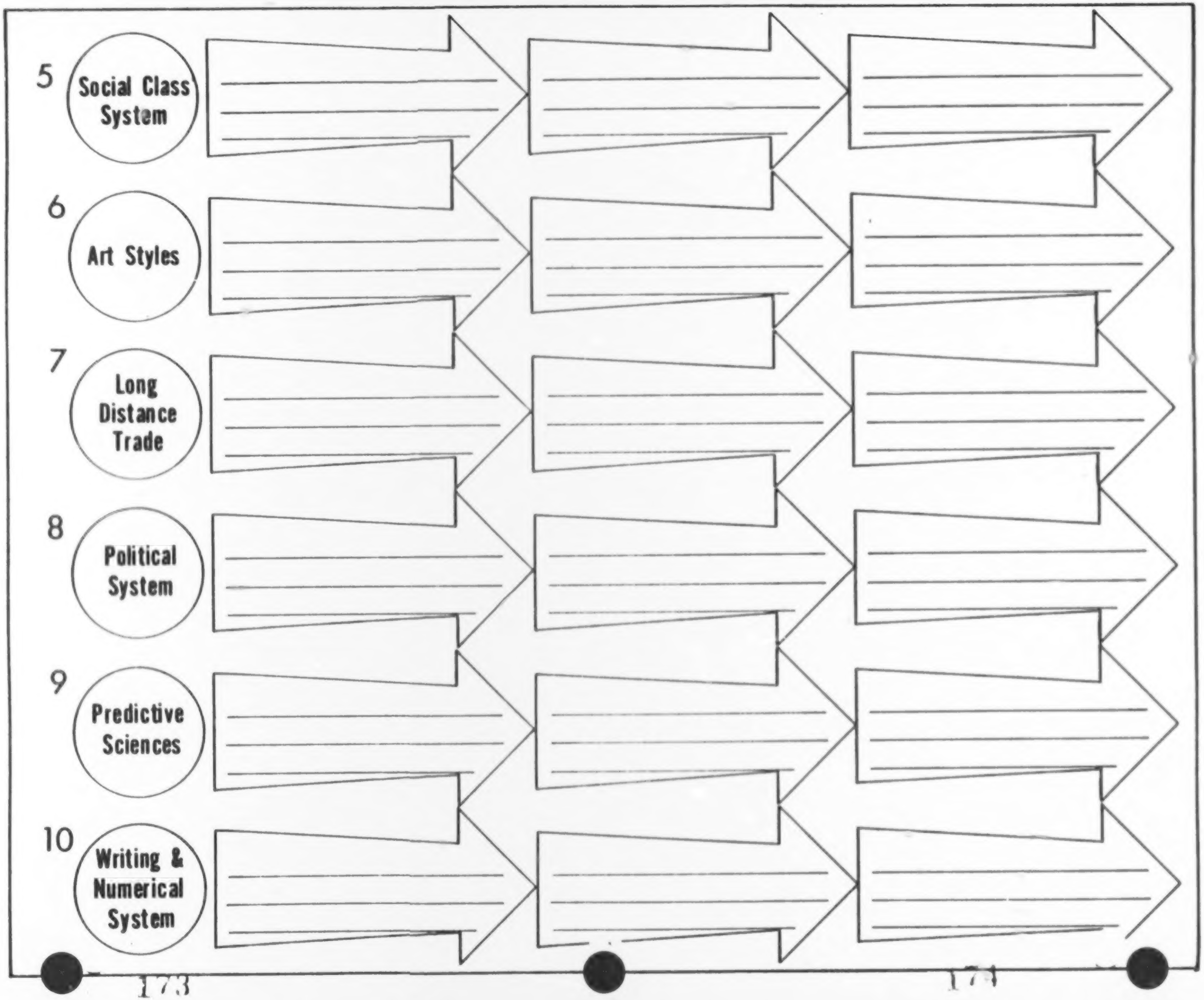
Belief in Gods led to great spcialization as temples, called ziggurats, were built. The temples needed special skills of crafts people, planners, merchants and workers.

Sculpture and painting decorated the temples expressing peoples' values.

Title: The Fertile Crescent	**Topic:** History One 45 Minute Period		306-502 (106)(I,V.) I

Read the Student Data Sheet "The Fertile Crescent". Listed are ten characteristics of civilization. Your task is to state how each characteristic effected these past civilizations, how it effects our present civilization and forecast effects on the future.

	CHARACTERISTICS	PAST CIVILIZATIONS	PRESENT CIVILIATIONS	FUTURE CIVILIZATIONS
1	**Density of Population**			
2	**Labor Specialists**			
3	**Concentration of Wealth**			
4	**Monumental Architecture**			



5 Social Class System

6 Art Styles

7 Long Distance Trade

8 Political System

9 Predictive Sciences

10 Writing & Numerical System

The students will evaluate the contributions of such Middle Age Cultures as the Christians and Moslems to our modern culture. (106)(V,I)

Title: Contributions of Middle Age Cultures - Islamic Culture

Topic: History

Time segment: See Adaptations

306-503 (106)(V,I)

I

Instructional objectives:

The student will use outlined information as a basis for; 1. comparison of Middle Age Cultures, 2. giving an oral report, 3. placing historical information in chronological order.

Materials:

1. Student Data Sheets for each student.
2. Student Activity Sheets for each student.
3. Materials for researching additional cultures.
4. Space and materials to construct time line.

Evaluation:

1. Student can categorize valid contributions of Middle Age Cultures.
2. Synthesize outlined information into a brief oral report.
3. Indicate an awareness of chronological order by contributing accurately to time line.

Adaptations:

The teacher's disgression must be used on time allowance and scheduling for this activity.

Procedure:

Constantinople
EMPIRE
Caspian Sea
SYRI
Persian Gulf
Red Sea
Ara

1. Using the Knowledge Outline on Student Data Sheet #1, students are to fill out the categorized contribution chart for the Islamic Culture on Student Activity Sheet #1.

2. Study skill 306-883 states students will give an oral report from an outline. This can be easily accomplished using the Student Data Sheet #1, Knowledge Outline.

3. Students should be encouraged to expand to other references and use media for reports.

4. Study skill 306-878 states that students will place historical information in chronological order. A time line for Middle Age Cultures can be started from the information outlined and added to as other Middle Age Cultures are researched and studied.

BEST COPY AVAILABLE

Skill

603-883
603-878

Evaluation a[illegible]omments on activity:

Students:

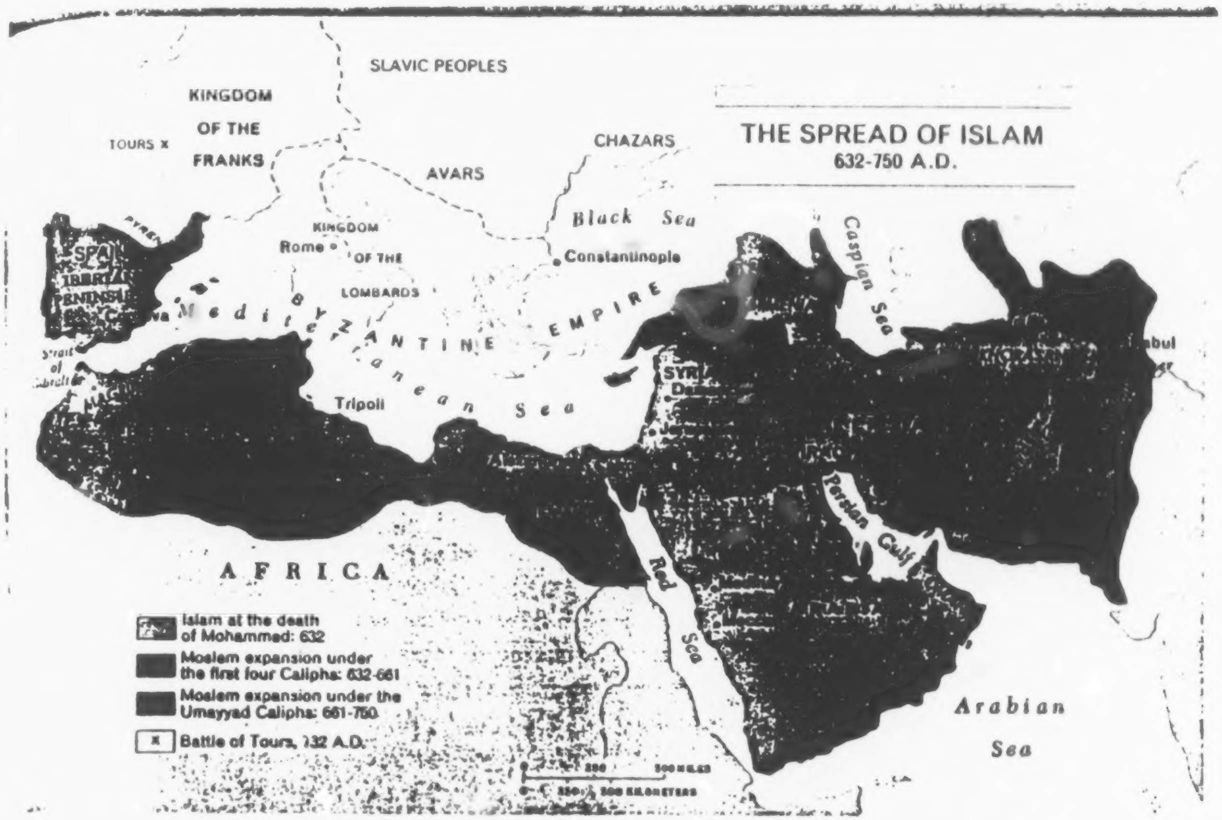
Teacher:

Reference: History and Life: The World and its People
Scott, Foresman & Co., Glenview, Ill. 1977.

Title: Contributions of Middle Age Cultures: Islamic Empire	**Topic:** History	Student Data Sheet Knowledge Outline #1	306-503 (106) I

I. CONTRIBUTIONS OF THE ISLAMIC CULTURE	II. ______________________ CULTURE
A. Religion	A. Religion
B. Government	B. Government
C. Culture ***1. How did they regard conquered cultures***	C. Culture ***1. How did they regard conquered cultures***
2. Agriculture	***2. Agriculture***
3. Artisans	***3. Artisans***
4. Standard of Living	***4. Standard of Living***
5. Trade	***5. Trade***
6. Medicine	***6. Medicine***
7. Sciences	***7. Sciences***
8. Architecture	***8. Architecture***
9. Literature	***9. Literature***
10. Education	***10. Education***

Title: Contributions of Middle Age Cultures: Islamic Empire	**Topic:** History	Student Data Sheet Knowledge Outline #2	306-503 (106) I


THE SPREAD OF ISLAM
632-750 A.D.
SLAVIC PEOPLES
KINGDOM OF THE FRANKS
TOURS x
CHAZARS
AVARS
KINGDOM OF THE LOMBARDS
Rome
Black Sea
Constantinople
Caspian Sea
BYZANTINE EMPIRE
Mediterranean Sea
Tripoli
Strait of Gibraltar
AFRICA
Red Sea
Persian Gulf
Arabian Sea
Islam at the death of Mohammed: 632
Moslem expansion under the first four Caliphs: 632-661
Moslem expansion under the Umayyad Caliphs: 661-750
x Battle of Tours, 732 A.D.
500 MILES
500 KILOMETERS

BEST COPY AVAILABLE

Title: Contributions of Middle Age Cultures - Islamic Culture	**Topic:** History	Student Data Sheet Knowledge Outline	306-503 (106)(V,I) I

ISLAMIC CIVILIZATION

I. The religion of the Islamic Civilization

A. Mohammad was born in Mecca in about the year 570 A.D.

1. At age 40, Mohammad became convinced he was the appointed prophet of the one true God, Allah.
2. As Mohammad's teaching became more widely known he aroused opposition from the wealthy, controlling merchants of Mecca.
3. In 622, Mohammad fled Mecca to the trade city, Medina.
    a. This departure Hijha (hi'jh) meaning flight.
        1. This flight marks the beginning of the Moslem calendar.
4. In 630, Mohammad returned to Mecca in triumph.
5. Mohammad's death occurred in 632, and Islam had spread to most of the Arabian peninsula.

B. The Koran is the Moslem holy book.

1. The teachings and sayings of Mohammad were set down in the Koran.
2. The followers of Mohammad believe that the words of the Koran were inspired by Allah.
3. The Koran included laws on personal behavior.
    a. It describes five duties of a good Moslem, sometimes known as the five pillars of Islam.
        1. To believe and state publicly that there is only one God, Allah, and Mohammad is his prophet.
        2. Pray five times daily, facing Mecca.
        3. Go give money to the poor.
        4. Fast during the daylight of the holy month, Ramdana.
        5. Make a Hajj, (haj), a pilgrimage to Mecca.
4. The Koran stated those things that must not be done.
    a. Worshipping idols, gambling, drinking liquor, and eating pork.
5. The Koran taught there was a life after death.
6. The Koran taught all men were created equal.
    a. For this reason there is no racism in the Moslem world.
    b. Men were limited to no more than four wives (there had been no limit previously).
7. The Koran taught no human can intervene between Allah and the individual.
    a. There is no priesthood developed in the Moslem world.
8. Many of the rules in the Koran deal with trade, taxation, slavery, and military matters.

C. Mosques are the churches of Islam.

1. They are the place of prayer.
2. The architecture of Mosques ranges from the simple to monumental beauty.

D. Islam borrowed from many religious sources.

1. The influence of Judaism and Christianity on Islam was great.
    a. Many figures in the Old and New Testaments, such as Moses and Jesus are accepted as prophets.
    b. But, Mohammad is considered the last and most important prophet.

Title: Contributions of Middle Age Cultures - Islamic Culture	**Topic:** History	Student Data Sheet Knowledge Outline	306-503 (106)(V,I) I

II. The government of the Islamic culture.
  A. Mohammad established a theocracy.
    1. A theocracy is a government of a state by immediate divine guidance or by officials regarded as divinely inspired.

  B. The caliphs (ka'lifs), Mohammad's successors, continued to rule as heads of both the religion and the Empire.

  C. Islam spread due to over population, the Arabian peninsula, and religious zeal.
    1. To chart the spread of Islam, refer to map "The spread of Islam".

  D. In 969 A.D., the Moslem world divided.
    1. The Empire, though divided, had one religion, one written language, and one legal system.
    2. The Turks assumed leadership in 1055 A.D.
    3. Different groups of Turks ruled during the crusades and into the twentieth century.

III. Growth of the Islamic and Arabian Culture.
  A. Arabs preserved the culture of the people they conquered.
    1. The Arabs conquered much of the finest territory of the Byzantine and Persian Empires.
      a. People in these lands had their own traditions of culture and the Arabs had much to learn from them.
      b. The Arabs appreciated the cultures they conquered and did much to preserve them.

  B. The Arabs translated many of the great words of conquered cultures into Arabic and housed these documents in huge libraries where they were available for Moslem scholars.

  C. Arabs, Christians, Jews, Persians, Indians, Berbers, and other Africans brought their special crafts, customs, and ideas to the empire.

  D. Much of the strength of the Islamic world came from the exchange of ideas during the Hajj, the Pilgrimage to Mecca.
    1. Pilgrims acquired an openness to similarities and differences among all peoples.
      a. People in the communities respected a pilgrim, Hajji, (ha'ge) for his pilgrimage and were willing to listen to the new learnings.

  E. The Caliphs improved farming methods and crop yields.
    1. Because of the Islamic beliefs preventing Moslems from fighting each other, the caliphs were usually able to keep the peace. This peace made it possible for agriculture and trade to expand.
      a. The caliphs built vast irrigation projects.
      b. Encouraged crop rotations and the
      c. Stock breeding was encouraged.
        1. New variety of sheep, Arabian horses fully developed, the camel became the main transportation animal across the Sahara.
        2. Food for the empire was produced on great estates.
          a. Though slavery was common, most were personal or household servants.
          b. Slaves were not used for plantation labor.
          c. Tenant farmers and serfs were allowed to own land

  F. Artisians made a variety of products.
    1. Bagdad produced glassware, silk, jewelry and luxury goods.
    2. Damascus produced strong tempered steel and embossed linen.

Title: Contributions of Middle Age Cultures - Islamic Culture	**Topic:** History	Student Data Sheet Knowledge Outline	306-503 (106)(V,I) I

3. Cordova produced leather products.
4. Toledo produced fine steel.
5. Crafts from all cultures were learned by Muslims
6. Guilds were formed to protect the rights of artisans.

G. The standard of living was high.
   1. Well planned urban centers.
   2. Libraries.
   3. Prosperous market places.
   4. Proper drainage (sewage).
   5. Good fruits and vegetables and a variety in diet.
   6. Ovens, porcelain dishes, frying pans.
   7. Games like polo, chess and backgammon.
   8. Fashions in clothing were developed.
   9. Leisure time.
   10. Public baths, taverns and restaurants.

H. Commerce was larger than either industry or agriculture.
   1. Muslims considered trading to be an honorable profession because Mohammad and his wife had been part of the caravan trade.
   2. No trade barriers like taxes, tariffs, or import duties between regions.
   3. Gold and silver coins used in trade.
   4. Complex banking system grew.
   5. Trade associations grew along with stock companies.
   6. Trade spread cultures as explorers opened new routes to China, India, Europe, Russia and Central Africa.
   7. New inventions, the compass and the astrolobe helped sailors find their way.
   8. Arabic numeral system developed.
   9. From China, Muslim traders carried the secrets of making paper throughout the empire.

I. Science and the arts flourished.
   1. The Muslim desire for trade and increase traveling developed a need for better understanding of mathematics and astronomy.
   2. Caliphs paid for book translations and also contributed much original knowledge.
      a. In medicine, mathematics, astronomy, chemistry, and physics, contributions were outstanding.

J. Medicine advanced in the Muslim culture.
   1. Well equipped hospitals.
   2. Muslim physicians had advanced from superstition to observation.
      a. They diagnosed diseases, prescribed cures and performed surgery.
   3. Pharmacies were common.
   4. Supported the examination and license system for medical personnel.

K. Established the basis for modern chemistry.

L. Astronomy and mathematics advanced.
   1. Made atlases of heaven and earth.
   2. Developed accurate calendar.
   3. Developed banking system.
   4. Developed the "0" and added this to numeral system of the Hindus.
   5. Algebra, geometry, and trigonometry were advanced.

M. Poetry was valued and poets were influential.
   1. At one time, a statement was made that poetry and literature were the most important Islamic contributions and the mark of true civilization.
   2. Wrote histories and biographies.

N. Architecture was tied to religion as the tent dwelling of the desert was replaced by beautiful cities.

Title: Contributions of Middle Age Cultures - Islamic Culture	**Topic:** History	Student Data Sheet Knowledge Outline	306-503 (106)(V,I) I

1. District Muslim style developed such as domes, minarets, horse shoe arches, and arcades.
2. These styles were then used for the building of palaces and homes.
3. Care was taken to make the city attractive and convenient.
4. Paved streets and public lights.
5. Hot and cold running water in some homes.
6. Library schools and universities.
7. Bridges across rivers.
8. Gardens and parks.
9. Beautiful furnishings like pottery, rugs, jeweled metal works and tiled mosaics.
10. Floral designs and geometric patterns are used instead of animals and human figures, believed to be a form of idol worship.
11. Arabic script was used a great deal for decoration.

The students will compare three cultures from three different parts of the eastern world in terms of each of the following functions: (a) political, (b) arts, recreation, and music, (c) economic, (d) social and (e) nutritional. (111)(V,I)

Title: Cultural Comparisons

Topic: History

Time segment: Four Periods of 45 Minutes

306-504 (111)(V,I)

D

Instructional objectives:

Research facts from reference materials about three cultures in the eastern hemisphere, and evaluate similarities and differences.

Materials:

1. Reference materials in IMC.
2. Student Activity Sheet, "Look It Up Together."
3. Overhead projector, transparency and writing pencil.

Evaluation:

1. Student is able to use reference materials to find correct information.
2. Student assumes a contributing role in the group.
3. Able to evaluate facts comparing similarities and differences.

Adaptations:

1. More than three cultures can be compared.
2. Compare three cultures on the same continent.

Procedure:

1. Determine which three cultures are to be researched and compared.
2. Introduce students to the three cultures, topic areas, and types of reference materials most likely to contain specific information asked for.
3. Divide the class into five groups. Balance groups to include capable leadership and adequate reading skills.
4. Assign each group a "Topic Area" to research and record on chart, "Look It Up Together."
5. Groups should organize, selecting a reporter, recorder, and researchers. Reporter will share group research with the class, stressing similarities and differences of the three cultures in their topic area.
6. Plan to have class report to the IMC for two 45 minute periods of group research.
7. Circulate among research groups assisting as necessary with group processes. Allow students the option of writing "unknown" if any information is unattainable.
8. In the classroom setting, each reporter will present his/her group's findings to the class.
9. All students fill in their own "Look It Up Together" chart as information is shared.
10. Teacher does the same on an overhead transparency for clarification purposes.
11. Teacher should encourage class members to verbalize on additional similarities and differences.

Skill[illegible]

306-827
306-853
306-877
306-875

Evaluation an[illegible]mments on activity:

Students:

Teacher:

12. After all reports are given and charts filled in, brainstorm causes and effects of cultural similarities and differences.

Title: Cultural Comparisons	**Topic:** History Three 45 Minute Periods	Student Activity Sheet	306-504 (111)(V.I) I

LOOK IT UP!

This chart is for recording information about three different cultures in the eastern hemisphere. When researching the topics for comparison, an abundance of information will be available in Encyclopedias, periodicals, various charts and graphs, textbooks, etc. The task of determining the most dominant or important information to record on this chart will require selective thinking by all group members.

Topic Area	Culture 1	Culture 2	Culture 3
I Political			
A. Government Structure			
B. Who Makes the Laws			
C. Who Enforces the Laws			
II Arts			
A. Kinds of Crafts			
B. Kinds of Architecture			
C. Kinds of Music			
D. Popular Painting Styles			
E. Kinds of Dance			
III Social			
A. Population Density			
B. Major Religions			
C. Recreation			
D. Holiday Customs			
E. Available Health Care			

Title: Cultural Comparisons	**Topic:** History Three 45 Minute Periods	Student Activity Sheet	306-504 (III)(V,1) I

Topic Area	Culture 1	Culture 2	Culture 3
IV Economics A. Natural Resources			
B. Human Resources(literacy rate)			
C. Tech. Development (industry)			
D. Average Income			
E. Economic System			
V Nutritional A. Agriculture Products			
B. Most Common Foods Eaten			
C. Characteristics of Food Preparation			

ELEMENTARY - SOCIAL STUDIES ECONOMICS INSTRUCTIONAL OBJECTIVE: 306-601

The students will explain that different jobs require different preparations. (804)(C,V,P)

2 1

2 3

Title: Career Webbing

Topic: Economics

Time segment: One 45 Minute Period

306-601 (C,V,P)

D

Instructional objectives:

Through the process of brainstorming, the students explore careers and their different areas of preparation.

Materials:

1. Board space for class career webbing.
2. Large chart paper for group webbing.
3. Markers for writing group webbing charts.

Evaluation:

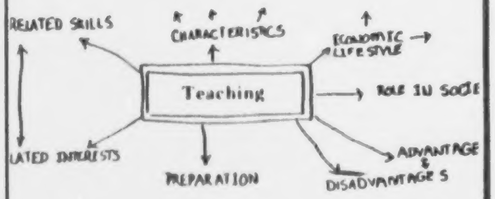
By completing a personal career web, the student demonstrates an awareness that different jobs require different skills, talents and preparation.

Adaptations:

1. Use of "Career Clusters" instead of webbing.
2. Students could interview someone who's career they find interesting and use the information for a career webb.

Procedure:

1. Webbing is a method of exploring all related areas of a given topic. It is an instructural diagram to facilitate brainstorming. Discuss this process with the class by doing general examples, i.e. Teacher materials.
2. The teacher and the students should finish the "Teaching Webb" together on the board.
3. In webbing where areas are interrelated, double arrows connect the two boxes. This is an important concept to stress to students.



4. Student completes individual career webbing.
5. Teacher circulates during activity and assists when necessary.
6. Group students together according to similar career interest for comparison of ideas recorded on individual webbing diagram.
7. Together, group members produce one large career web to be displayed.

Sk

306-885
306-884
306-825

Evaluation an mments on activity:

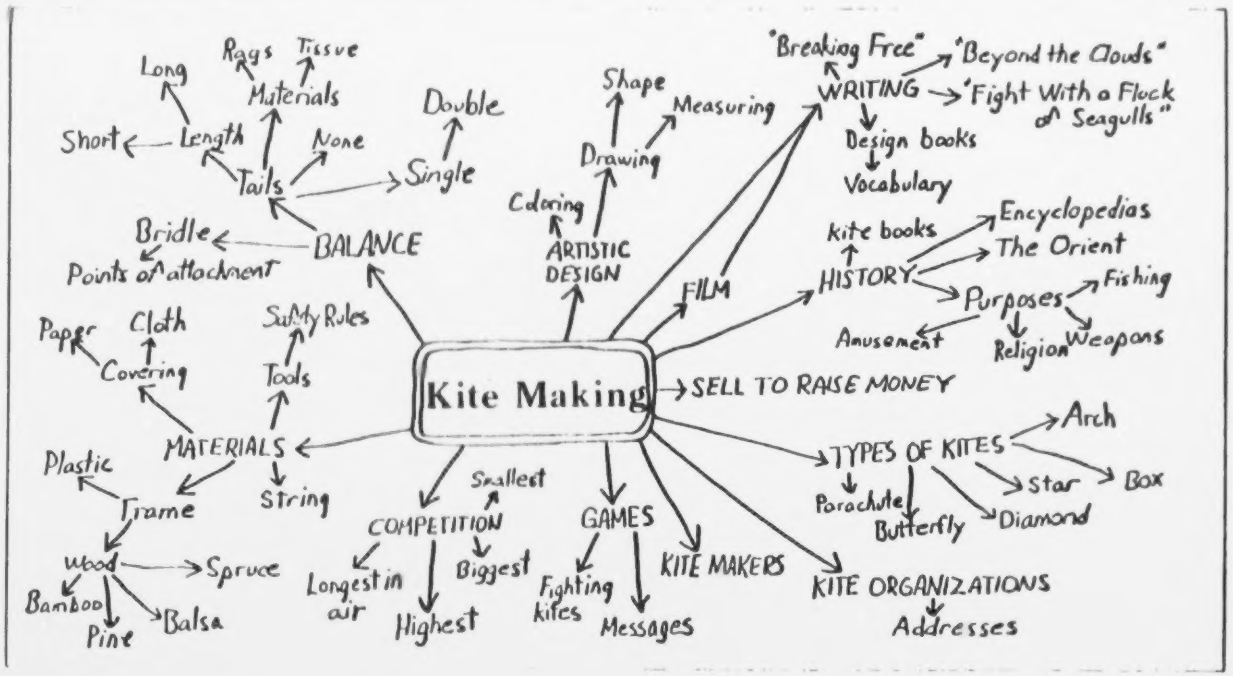
Students:

Teacher:

Title: Career Webbing	**Topic:** Economics	Teacher Materials	306-601 (C,V,P) *

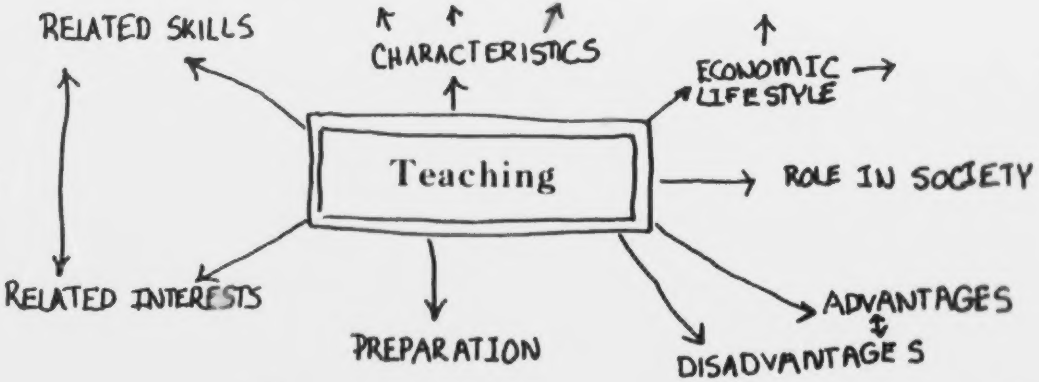
Webbing is a method of exploring all related areas of a given topic. It is an unstructured diagram to facilitate brainstorming.

WEBBING Example


Kite Making
BALANCE
Bridle
Points of attachment
Tails
Length
Long
Short
Materials
Rags
Tissue
None
Single
Double
MATERIALS
Covering
Paper
Cloth
Tools
Safety Rules
String
Frame
Plastic
Wood
Spruce
Bamboo
Pine
Balsa
ARTISTIC DESIGN
Coloring
Drawing
Shape
Measuring
FILM
WRITING
"Breaking Free"
"Beyond the Clouds"
"Fight With a Flock of Seagulls"
Design books
Vocabulary
HISTORY
kite books
Encyclopedias
The Orient
Purposes
Fishing
Amusement
Religion
Weapons
SELL TO RAISE MONEY
TYPES OF KITES
Arch
Box
Star
Diamond
Parachute
Butterfly
COMPETITION
Smallest
Biggest
Longest in air
Highest
GAMES
Fighting kites
Messages
KITE MAKERS
KITE ORGANIZATIONS
Addresses

1. Teacher & students finish the teaching webb together.

2. Students create an individual career webb.


Teaching
RELATED SKILLS
CHARACTERISTICS
ECONOMIC LIFESTYLE
ROLE IN SOCIETY
ADVANTAGES
DISADVANTAGES
PREPARATION
RELATED INTERESTS

The students will identify economic trends which are worldwide. (606)(I)

Title:
Economic Trends: Actions and Reactions

Topic: Economics

Time segment: One 45 minute Period

306-602 (606)(I)
D

Instructional objectives:

Students become aware of economic trends and problem solving on a national level.

Materials:

1. Student Activity Sheet 1 & 2
2. Teacher transparency of Student Activity Sheets.

Evaluation:

Student is able to express an understanding of economical needs in a logical manner.

Adaptations:

Another project could be listed for fund raising on "React & Act," Student Activity Sheet.

Procedure:

1. The teacher should prepare a transparency of action and reaction, and a Student Activity Sheet to be filled out during class discussion summarizing key ideas.
2. Supply each student with a copy of Student Activity Sheet 1 to be filled out individually by referring to the teacher's transparency.
3. Discuss how these actions should be reacted to worldwide and what economic trends might be established.
4. Brainstorm worldwide economic trends focusing eventually on IDA (International Development Association, a UN Agency) Activity Sheet 2, "React and Act."
5. This activity requires thorough discussion before students can make rational independent discussions. High level thinking skills are required.
6. Activity may be completed individually, in pairs, or small groups.
7. Tabulate the results on Activity #2, adding up the total amount granted to each project by each group.
8. From the results of the tabulation, ask class members to forecast the economic trends that have been established regarding international development assistance.

Skills:

306-826
306-830
306-850
306-853

Evaluation and comments on activity:

Students:

Teacher:

Title: Economic Trends: Actions and Reactions	**Topic:** Economic	Student Activity Sheet 1	306-602 (606)(V) D

ACTIONS AND REACTION

Price increases are easy to make as the 1970's show. Decreases in price occur slowly-but they do occur. Many things can happen in the local marketplace and in the world to affect prices. For each of the following ACTIONS what REACTIONS do you think will occur? State your reason for each.

ACTION	REACTION	REASON
1. A killing frost hits Florida orange groves.		
2. Cattle feed prices double.		
3. A close substitute is found for gasoline.		
4. The sales tax on food doubles.		
5. Medical fees increase by 15%		
6. Gasoline prices increase by 50%.		
7. A record wheat crop in Iowa.		

Title: Economic Trends: Actions and Reactions	**Topic:** Economic	Student Activity Sheet 1	306-602 (606)(V) D

Actions and Reactions - Continued

8. Movie theater prices rise to $10.00 a ticket.		
9. No new building permits for residential housing will be issued for one year.		
10. The U.S. birthrate declines to 80% of the 1976 rate.		

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Title: Economic Trends: Actions and Reactions	**Topic:** Economic	Student Activity Sheet 1	306-602 (606)(V) D

ACTIONS AND REACTION

Price increases are easy to make as the 1970's show. Decreases in price occur slowly-but they do occur. Many things can happen in the local marketplace and in the world to affect prices. For each of the following ACTIONS what REACTIONS do you think will occur? State your reason for each.

ACTION	REACTION	REASON
1. A killing frost hits Florida orange groves.	1. Orange prices increase. Grapefruit prices increase and may hold at higher levels.	1. Reduced orange supply. Grapefruit as a close substitute can withstand a small price rise.
2. Cattle feed prices double.	2. Beef prices rise. Sales of pork/fish/poultry increase.	2. Cost increase. Consumer shift to other protein sources.
3. A close substitute is found for gasoline.	3. Gasoline prices fall.	3. Increasing supply of a substitute causes a fall in gasoline prices. Consumers will show loyalty to known product if price is competitive.
4. The sales tax on food doubles.	4. Income applied to other purchases reduced. Some shifting to chose substitutes at lower prices.	4. Food is a need. Little can be done to decrease demand. More dollars are allocated to food to cover the tax. Fewer dollars are available for other goods.
5. Medical fees increase by 15%	5. Demand decreases for elective procedures only. Out-patient clinic demand increases.	5. Close substitutes are sought. Treatment for non-necessities is deferred.
6. Gasoline prices increase by 50%.	6. Demand decreases for gas. Price rations fuel. Much non essential driving eliminated. Car pools form. Sales of tires & oil & accessories decline. Sales of large gas consuming cars decline.	6. Gasoline sales are fairly sensitive to price increases of large magnitude. No close substitutes exist at this time. Sales of complements decline.
7. A record wheat crop in Iowa.	7. Wheat and wheat product prices fall. Bread, cake, etc.	7. Agricultural prices are highly dependent upon supply.

Title: Economic Trends: Actions and Reactions	**Topic:** Economic	Student Activity Sheet 1	306-602 (606)(V) D

Actions and Reactions - Continued

8. Movie theater prices rise to $10.00 a ticket.	8. Rapid shift to close substitutes occurs. TV sales increase. Bowling alleys and skating rinks are busier.	8. Entertainment budgets are flexible. Demand can be satisfied easily by shifting to close substitutes.
9. No new building permits for residential housing will be issued for one year.	9. Prices increase for those homes completed or nearing completion. Resales increase in value and sell for higher prices. Rentals increase. Vacancy rates decrease. Remodeling and improvement contracting accelerates in activity and in price.	9. Supply is curtailed, demand persists. Existing stock of housing increases in value. Families can't move—will fix up and/or expand existing homes. Rental price increases—cannot be countered by moveouts. No substitute housing available.
10. The U.S. birthrate declines to 80% of the 1976 rate.	10. Effects will be felt on milk, baby foods and furnishings, housing, leisure industries, school enrollments, college tuitions, demand for teachers and so on.	10. Our entire economy is built on population demands. The necessary growth rates and product demands are dependent upon every age group. A decline in the youth segment of the population would affect every business.

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Title: Economic Trends: Actions and Reactions	**Topic:** Economic	Student Activity Sheet 2	306-602 (606)(V) D

REACT AND ACT!

For the last two years you have been a food expert working for IDA. You have been given the responsibility of deciding how the $300,000.00 IDA budget will be spent. Requests for project funding have been received that you must act upon. You may grant requests for full or partial project funding of six or more requests. Decide how you will spend the money and defend your decisions with an explanation. All projects are worthwhile and badly needed. Review all requests. Decide how much money each should receive. Then, tell what each project should do with their money. (Remember few will get as much as they ask for and some may get nothing).

PROJECTS REQUESTING FUNDS

	Type of Project	Amount Requested	Amount Granted	Why Granted
#1	Development of a high school course in Nigeria on agricultural methods in tropical climates	$15,000.00		
#2	Transfer of 100 students to agricultural schools in the U.S. and Europe	$50,000.00		
#3	Shipment of fertilizer to Ghana for use by farmers using land that must be irrigated	$60,000.00		
#4	Loan to Togo and Dahomey to be used to buy food products	$80,000.00		
#5	Purchase of tractors to be used to increase food production for five countries	$100,000.00		

Title: Economic Trends: Actions and Reactions

Topic: Economic

Student Activity Sheet 2

306-602 (606)(V)

D

#6	Training for researchers to find ways to increase the harvest of rice, wheat, and corn	$70,000.00		
#7	Money to help build part of an agricultural college in Nigeria	$150,000.00		
#8	A program to double the well water output in arid parts of Ghana	$60,000.00		
#9	Seeds to be distributed to farmers in all the countries of Africa	$10,000.00		
#10	Develop a factory in Ghana to turn cocoa beans to chocolate	$300,000.00		
#11	A program to train agricultural teachers the latest methods of fertilization-includes all countries	$49,000.00		
#12	A 2 year project of study irrigation methods in the Sahara	$140,000.00		
#13	Emergency loan to drought ridden Ethiopia and Somolia to dig wells	$200,000.00		
#14	Program to feed refugees from Uganda	$70,000.00		
#15	A project to test the practicality of raising hippos for meat	$129,000.00		

TOTAL BUDGF

The student will compare ways economic systems determine their products, the means of production, and the process of distribution to the consumer. (606)(V)

Title: Comparing Economic Systems

Topic: Economics

Time segment: Two 45 Minute Periods

306-603 (410)(V)

D

Instructional objectives:

Through independent research, based on classroom teacher directed action, three international systems are compared and evaluated.

Materials:

1. Teacher transparencies 2, 1A and 1B, and overhead projector.
2. Student Activity Sheet, one for every two students.
3. Student Data Sheet for each student.
4. Textbooks or other references.

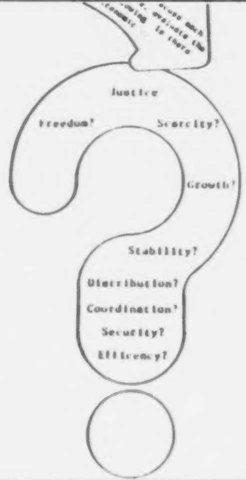
Evaluation:

Students demonstrate through research, charting, and class discussion, understanding of the three economic systems in this activity.

Adaptations:

Select other examples for student discussion.

Procedure:



1. The teacher, by using transparency 1A, begins the evaluative discussion on comparing economic systems.

2. Discuss the three definitions of economic systems and ask students to forecast countries or cultures where each might exist.

3. The example situation printed on the transparencies are read and categorized as to the type of economic system they represent.

4. Continue discussing situations on transparency 1B.

5. Situations should be analyzed according to the criteria listed on the question mark on the transparency.

6. Students working in pairs, one as a recorder and one as a reporter, cooperate in researching the Student Activity Sheet.

7. Teacher places the retrieval transparency in the overhead projector, and fills in Chart 1 with the country's name under the correct category as reporters share researched economic situations.

8. Evaluate each economic system by filling in checklist, part 2, on the retrieval transparency.

9. Students contribute view points giving examples for each of the criteria on the checklist 2. If the majority of students in the class feel economic freedom for example, is part of the system, it receives a check, etc.

Skills:

306-852
306-853
306-875
306-876
306-877

Evaluation and comments on activity:

Students:

Teacher:

Title:	**Topic:**		
Comparing Economic Systems	Economics	Student Data Sheet	306-603 (401)(V,I) D

DEFINITIONS OF ECONOMIC TERMS

1.	Barter:	The process of exchanging one commodity directly for another.
2.	Coordination:	The social arrangements or institutions which enable a society to make the basic economic decisions and to relate the flow of money to the flow of goods and services.
3.	Distribution:	The process of getting the product to the consumer.
4.	Efficiency:	A comparison of the amount of output obtained from a given amount of input.
5.	Freedom:	An economic system in which individuals and groups, buyers and sellers are free to make economic decisions without government or private monopolistic restraints.
6.	Growth:	A term referring to economic expansion overtime with increase in per capita real income. The increase may come from greater input, greater efficiency, or both.
7.	Justice:	The administration of what is just.
8.	Scarcity:	The difference between the desire for goods and services and the resources available to satisfy them.
9.	Security:	Economic system offers individuals a minimal standard of living.
10.	Stability:	The lack of fluctuation in price level, business activity and real income.

Title: Comparing Economic Systems	**Topic:** Economics	Teacher Materials Transparency 1-A	306-603 (401)(V,I) 306-604 D

DEFINITIONS OF ECONOMIC SYSTEMS:

			Forecast an example country where these systems are used:
1.	Traditional:	Barter or trade goods for goods.	
2.	Command:	Controlled by organizations.	
3.	Market:	Consumer and producer cooperate.	

Example Situations:

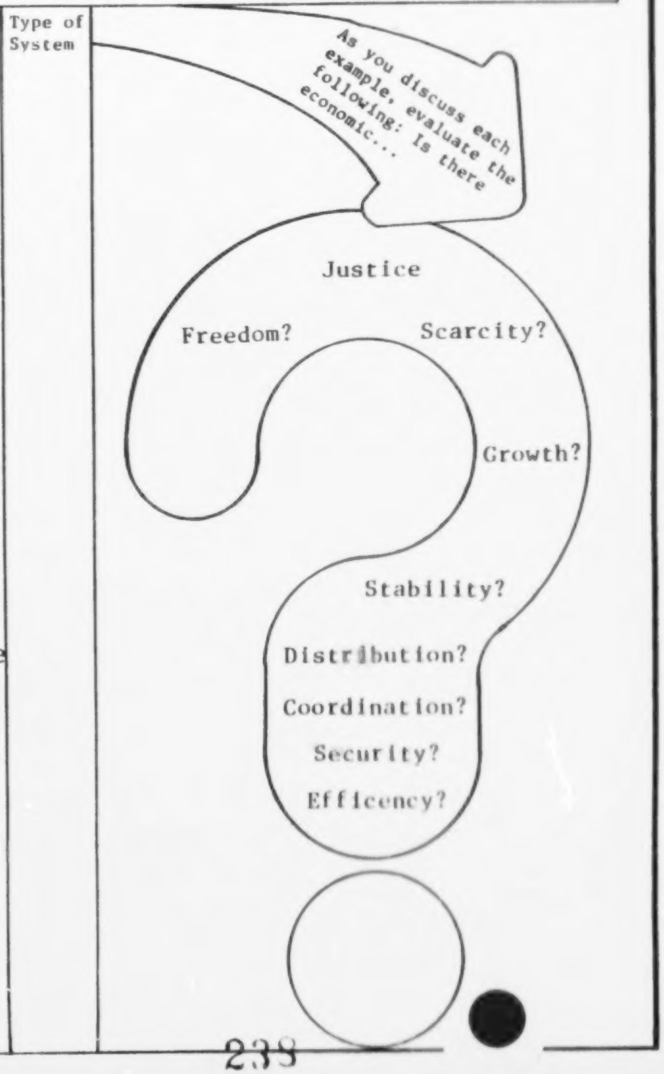
A. "On the farms, the working day lasts from before sunrise until dusk or dark. As they have done for centuries, women follow the reapers and binders on foot to gather the gleanings from the fields..."

B. Private interests do not own much farm land in Eastern Europe. Instead, the governments organize farms into large units. Large farms in Eastern Europe are often cooperatives. This means that the farmers receive a share of the farm's profits. Other large farms are state farms. There, the workers simply receive a salary.

C. "The problem of finding skilled workers was immense. There were simply not enough trained men available. His competitors were fighting for their share of the labor supply. He decided to introduce a five-dollar-a-day minimum wage. The new mimimum more than doubled the existing wage...."

D. "The (people being studied) were still living on seal meat and were making no attempt to kill any of the numerous caribou that were continually migrating past. I thought at first that there might be some taboo preventing them from hunting caribou on ice, but this they told me was not so. It was simply that they had never hunted caribou on the ice and had not considered it possible..."

E. The discovery of oil is changing life rapidly for the Arabs of the Middle East. The world's richest supply of petroleum is located in the countries bordering the Persian Gulf. Pipe lines stretch across the land connecting the oil fields to the Mediterranean Sea. From major parts, tankers transport the petroleum



Title: Comparing Economic Systems	**Topic:** Economics	Teacher Materials Transparency 1-B	306-603 (401)(V,I) D

Example Situations Continued - Transparency 1-B

to Western Europe, U.S. and Japan. All Persian Gulf countries are members of the Organization of Petroleum Exporting Countries OPEC. The OPEC nations have learned to use petroleum as a political and economic weapon. They know they must profit from their resources now. By the next century their supply of this nonrenewable fuel will be gone!

F. "The practice of giving certain industries (first call on scarce materials) has brought more rapid over-all economic growth than otherwise might have been possible."

G. In Africa, unlike the U.S, farm land is not usually privately owned. Instead, it belongs to the whole community. Usually community members are related to one another. The group lends a field to each member. That person then grows food on the land. Any member of the community has a right to a piece of land. Even after a long absence of working in the cities, a returning member may receive a piece of land to farm. This system makes people feel secure, but as populations grow the land is becoming more scarce.

H. "The proclamation of the (head of state) declared that no banking operations should be carried on throughout the country until further notice."

I. Kwang Le Peoples' Commune is in South China. The Commune owns the land and controls how it is used. It pays each worker a salary equal to about $20.00 a month. In addition, workers receive part of the rice harvest. About 43 thousand rural workers live on 258 square kilometers of land.

J. "Holding prices in check was difficult. A great burden fell on the Office of Price Administration, created to keep the lid on prices by setting price ceilings on a large list of commodities which were much in demand."

Type of System

Title: Comparing Economic Systems	**Topic:** Economics	Student Activity Sheet	306-603 (401)(V,I) 306-604 D

Using available reference books, (Social Studies textbooks are an excellent source) students working in pairs are to find at least two example situations of each of the three types of economic systems. Remember the definition of each system as you scan materials to find these examples. List the reference source and page number where each example situation was located.

Traditional (Bartering or trading of goods)	Command (Controlled by organizations)	Market (Consumer and producer cooperate)
1 Reference:	1 Reference:	1 Reference:
2 Reference:	2 Reference:	2 Reference:

Describe the distribution of each of these economic systems. Distribution is the process of getting the products to the consumer.

Traditional Method of Distribution:	Command Methods of Distribution:	Market Methods of Distribution:

Title: Comparing Economic Systems	**Topic:** Economics	Teacher Material: Transparency Retrieval Checklist #2	306-603 D

As student reporters share researched examples of economic situations, fill in the country or culture identified and indicate the type of system each represents on Part 1 of the checklist. Part II of the activity is for evaluating the three economic systems by checking the appropriate box if the criteria applies to that system.

PART 1

Country	Type of System		
	T	C	M

Part 2

Economic Systems:	Does the system provide economic...	FREEDOM?	JUSTICE?	STABILITY?	GROWTH?	SCARCITY?	DISTRIBUTION?	EFFICENCY?	COORDINATION?	SECURITY?
1. TRADITIONAL (To barter or trade goods)										
2. COMMAND (Controlled by Organizations)										
3. MARKET (Consumer and Producer cooperate)										

PART 3

A. Discuss the similarities and differences of these three economic systems.

B. Discuss the strenghtes and weaknesses of each economic system.

ELEMENTARY - SOCIAL STUDIES ECONOMICS INSTRUCTIONAL OBJECTIVE: 306-604

The students will explain the strengths of free enterprise systems and contrast them with other systems of the world. (410)(V,I)

Title: The Simple Chocolate Bar

Topic: Economics

Time segment: Two 45 Minute Periods

306-604 (410)(V,I)

D

Instructional objectives:

Through group problem solving, students experience the strengths of the free enterprise system.

Materials:

1. World natural resources and product maps for group use or transparency.
2. Teacher transparency of a candy bar wrapper.
3. One retrieval activity sheet for each group.

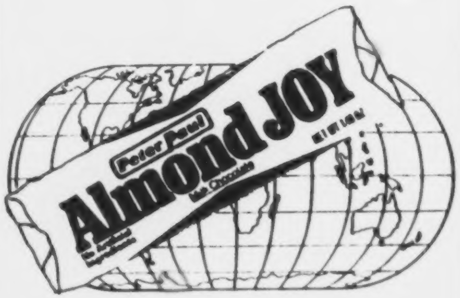
Evaluation:

By participation in this simulation, the student is able to express that we are actually dependent on people scattered over the world.

Adaptations:

Teacher may use candy bars as an example.

Procedure:



1. Students have resource and product maps available.
2. After placing candy bar transparency on overhead, teacher asks students to identify the ingredients and lists them in the appropriate transparency column.
3. Using available maps, list location where the candy bars raw materials are found.
4. Following this discussion, divide class into 7 groups.
5. Group 1 - Represents a small town where people make their living working in a candy factory. Hershey, Penn. is an obvious example.

   Group 2 - Represents central Africans who grow and sell Cacao seeds.

   Group 3 - Represents sugar growers in the Caribbean Islands.

   Group 4 - Represents coconut producers from the South Pacific.

   Group 5 - Represents corn syrup producers from the corn fields of Iowa.

   Group 6 - Represents nut growers from Brazil.

   Group 7: Represents a paper company in the lumber producing areas of the Pacific Northwest.
6. Each group must discuss and record on Groups' Retrieval Activity Sheet, several alternative solutions to each of the stated problems from the point of view of the group they are representing. When solving the problem that deals directly with their represented group, they must come to a consensus and select one solution.

Skills:

603-810
603-827
603-830
603-850
603-851
603-853

Evaluation and comments on activity:

Students:

Teacher:

SECOND SESSION:

a. Have the students sit in the groups they were in the previous day and determine a spokesperson.

b. The teacher reads one of the events and asks for a solution from the primary producer involved.

c. The other six groups have three minutes to examine listed alternatives from the group retrieval sheet, and decide what course of action would most likely be taken by their group on the given situation.

d. The spokesperson from each of these six groups reports this discussion to the class, thus establishing a cause and effect chain reaction in the economics of the world. This awareness should be generated from the students by asking for an evaluation of the situation.

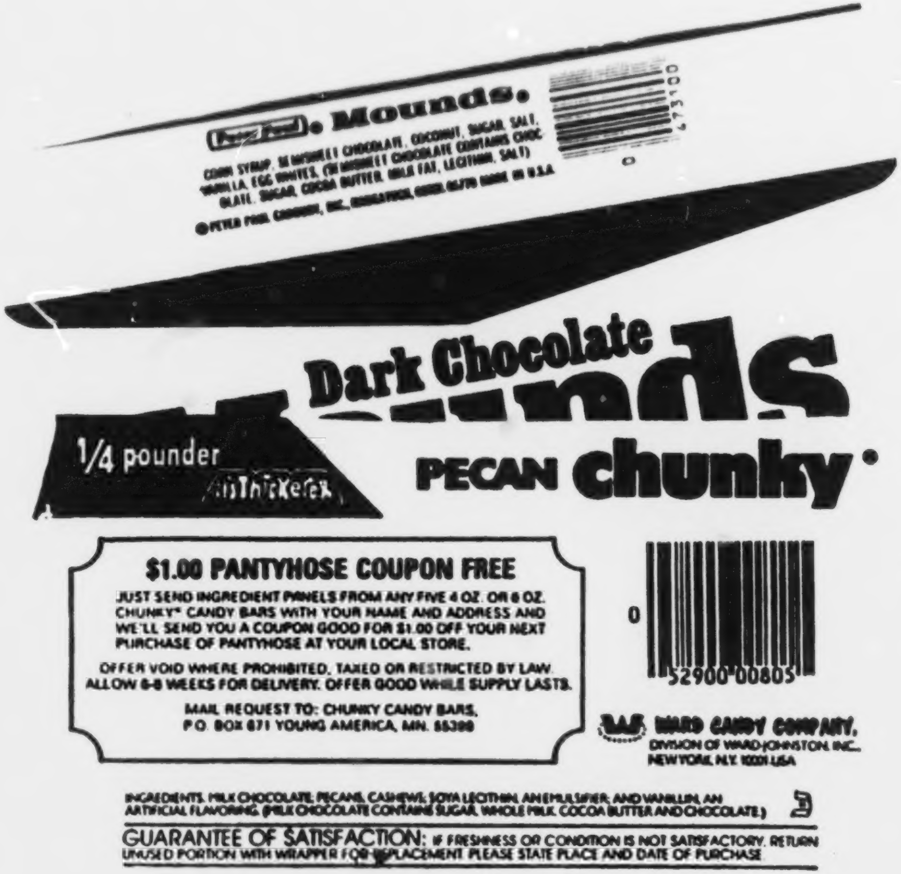
e. Repeat the second session procedure for each of the remaining situations.

Enrichment:

How could a candy bar be made in other economic systems? (306-603)

Title: The Simple Candy Bar	**Topic:** Economics	Teacher Materials: Transparency	306-604 (410)(V,I) D

What ingredients are contained in candy bars? For each of these items, identify on your world maps where the ingredients might come from.



Peter Paul. Mounds.

CORN SYRUP, SEMISWEET CHOCOLATE, COCONUT, SUGAR, SALT, VANILLA, EGG WHITES, (SEMISWEET CHOCOLATE CONTAINS CHOCOLATE, SUGAR, COCOA BUTTER, MILK FAT, LECITHIN, SALT) [illegible] MADE IN U.S.A

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Dark Chocolate Mounds

1/4 pounder

PECAN chunky®

$1.00 PANTYHOSE COUPON FREE

JUST SEND INGREDIENT PANELS FROM ANY FIVE 4 OZ. OR 6 OZ. CHUNKY® CANDY BARS WITH YOUR NAME AND ADDRESS AND WE'LL SEND YOU A COUPON GOOD FOR $1.00 OFF YOUR NEXT PURCHASE OF PANTYHOSE AT YOUR LOCAL STORE.

OFFER VOID WHERE PROHIBITED, TAXED OR RESTRICTED BY LAW. ALLOW 6-8 WEEKS FOR DELIVERY. OFFER GOOD WHILE SUPPLY LASTS.

MAIL REQUEST TO: CHUNKY CANDY BARS,
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WARD CANDY COMPANY,
DIVISION OF WARD-JOHNSTON, INC.,
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INGREDIENTS: MILK CHOCOLATE; PECANS; CASHEWS; SOYA LECITHIN, AN EMULSIFIER; AND VANILLIN, AN ARTIFICIAL FLAVORING. (MILK CHOCOLATE CONTAINS SUGAR, WHOLE MILK, COCOA BUTTER AND CHOCOLATE.)

GUARANTEE OF SATISFACTION: IF FRESHNESS OR CONDITION IS NOT SATISFACTORY, RETURN UNUSED PORTION WITH WRAPPER FOR REPLACEMENT. PLEASE STATE PLACE AND DATE OF PURCHASE.

INGREDIENT	COUNTRY

BEST COPY AVAILABLE

Title: The Simple Chocolate Bar	**Topic:** Economics	Student Activity Sheet	306-604 (410)(V,I) D

GROUP RETRIEVAL SHEET

How Would Your Group Be Affected?

1. A drought in the midwest damages the corn crop, making corn syrup hard to get.

Affect: ______________________ Alternative Solutions: ______________________________

____

2. Forest fire destroys all lumber producing trees on their land.

Affect: ______________________ Alternative Solutions: ______________________________

____

3. A good advertizing campaign on T.V. makes many more people want to buy the company's candy bars.

Affect: ______________________ Alternative Solutions: ______________________________

____

4. Insects destroy one fourth of the nut crop.

Affect: ______________________ Alternative Solution: ______________________________

____

5. A tropical storm destroys the plantation that sold their coconuts to the factory.

Affect: ______________________ Alternative Solution: ______________________________

____

6. A revolution in a Caribbean Island cuts off an important supply of sugar.

Affect: ______________________ Alternative Solution: ______________________________

Title: The Simple Chocolate Bar	**Topic:** Economics	Student Activity Sheet	306-604 (410)(V,I) D

____

7. The workers in the candy factory go on strike for higher wages.

Affect: ____________________ Alternative Solution: ____________________

____

The students will formulate rules of the classroom with other class members. (402)(V,P)

Title: Class Rules

Topic: Political Science

Time segment: One 30 minute Period

306-701 (401)(P,V)
D

Instructional objectives:

Students determine their own classroom rules through the process of evaluation, selection and majority rule.

Materials:

1. Paper.
2. Scissors, if possible.
3. Large blackboard space for brainstorming session.

Evaluation:

1. Students can verbalize their evaluation of rules and decide which are the most fair and workable for the group.

Adaptations:

Change numbers in rules brainstormed or decided upon to fit your classrooms' individual needs.

Procedure:

1. Teacher conducts an open-ended class disdiscussion on the need for rules in society in general and a school specifically.
2. Included in this discussion should be the school rules which cannot be changed, and why.
3. The class brainstorms possible classroom rules. Teacher adds to list if any needed rule is being omitted. Try for about 20 possible rules.
4. Each class member selects the ten rules they think most important and necessary for class cooperation, progress and success.
5. Students cut or fold and tear an 8 x 11½ sheet of writing paper into ten equal strips.
6. The student writes ten rules selected from the brainstormed list on ten separate slips of paper.
7. Students move the slips into a prioritized order. The top slip they feel most strongly about and the bottom representing the rule they feel the least strongly about.
8. The class shares selection and placement, (i.e. "My first choice is because . . . .").
9. Students may reprioritize their lists after discussion.
10. Teacher tabulates on the board the ten most selected rules and their placement.
11. Students discuss the fairness of these top ten rules. Any class member who evaluates any one of these rules to be unfair, should state his/her point of view.

Skill

305-826
305-827
305-828
305-829
305-853

Evaluation an omments on activity:

Students:

Teacher:

12. The final step in determining classroom rules is determining which five are the most fair and workable for the classroom members.

13. These should be recorded on a chart and re-evaluated periodically.

The students will evaluate and list ways that our government makes decisions and settles conflicts. (106)(V)

Title:
Departments and Agencies of the
U.S. Government

Topic: Political Science

Time segment: Three 45 Minute Periods

306-702 (106)(V)

D

Instructional objectives:

The students will become aware of the role different national agencies and departments play in assisting our government in making decisions and settling conflicts.

Materials:

1. Student Activity Sheet for each student.
2. Reference materials.
3. If desired, bulletin board space for displaying and categorizing news articles.

Evaluation:

The student is able to identify government agencies which make decisions and regulate areas of conflict in our society.

Adaptations:

If the departments and agencies listed on the Student Activity Sheet will be too difficult to research, feel free to change any and/or all of the list. Information for the teachers is

Procedure:

1. This activity can be teacher directed or self directed. The research can be done individually, in pairs, or in small groups, depending on available reference materials.
2. The students should brainstorm ways and places to obtain the necessary information, such as direct phone call to agency, newspapers, periodicals, pamphlets, American government textbooks.
3. Once the Student Activity Sheet is completed, research should be shared so that eventually all students have filled in the complete chart.

Transportation

Communication

Defense

4. Assign students to clip news articles about these agencies or departments and share them with the class. Based on this information, have students determine the following about the regulatory agencies.
    1. Who is the acting head of each department or agency?
    2. What are the possible penalties if the laws or regulations of these agencies are not complied with?
    3. What are some major problems encountered by these agencies?
    4. Who is most likely to disagree with the regulations these agencies must enforce? Name specific agencies and groups that would disagree with their functions.

Skil

306-877
306-884
306-882

provided, suggesting alternative agencies that could be used.

Name of Agency	Functions
Interstate Commerce Commission	Sets rates, routes and practices for railroads, truck companies, bus companies, and pipelines (except water and natural gas) in interstate commerce.
Federal Reserve Board	Controls amount of money in circulation and amount of credit available; regulates commercial banks belonging to Federal Reserve System.
Federal Trade Commission	Enforces some antitrust laws; protects businesses from unfair competition; enforces truth-in-lending and truth-in-labeling laws.
Federal Communications Commission	Licenses radio and television stations; oversees interstate and international telephone and telegraph operations.
Securities and Exchange Commission	Protects public against fraud in stock and bond markets; supervises

Evaluation a comments on activity:

Students:

Teacher:

Title: Departments and Agencies of the U.S. Government	**Topic:** Political Science	Procedure Continued	306-702 (106)(V) I

Skills: Continued

	stock exchanges; regulates holding and investment companies.
Civil Aeronautics Board	Regulates the activities of interstate airlines.
Equal Employment Opportunity Commission	Investigates charges of racial and other discrimination by employers and labor unions.
Environmental Protection Administration	Develops and enforces standards for the quality of air and water; sets rules on noise pollution, toxic substances, and pesticides.
Consumer Product Safety Commission	Sets standards for product safety; issues recall notices for defective products.
Nuclear Regulatory Commission	Issues licenses for the design, construction, and operation of nuclear power plants.

Reference: American Government
Knownslar/Smart
McGraw Hill Book Company

1. Who is the acting head of each department or agency?
2. What are the possible penalties if the laws or regulations of these agencies are not compiled with?
3. What are some major problems encountered by these agencies?
4. Who is most likely to disagree with the regulations these agencies must enforce? Name specific agencies and groups that would disagree with their function.

Title: Deplacements and Agencies of U.S. Government	**Topic:** Political Science	Student Data/Activity Sheet	306-702 (106)(V) I

One of the ways our government makes decisions and settles conflicts is through the executive branch of government. At the national level the executive branch consists of the president, vice president, cabinet members, and people who work in departments and agencies. Their responsibility is to carry out laws. The federal agencies and departments make federal regulations and see that laws are enforced.

These government agencies include bureaus, commissions, departments, administrations and committees. There are many such agencies and it is their responsibility to make the regulations on how our laws are to be enforced. These agencies share a great deal of knowledge in reports and studies and make suggestions to congress on how money should be spent. They also make recommendations for laws they feel are necessary.

There are several of these government agencies. Most of them are listed in the telephone book under United States Government.

Here is a list of some departments and agencies: Complete the research chart by locating the requested information for at least ten of them. If information on additional agencies is found during research, add it to the list.

Department or Agency	Acronym (if any)	Major responsibility and/or an important rule or regulation it has made.	The people who are most often helped by their rules.
Ex. Enviromental Protection Agency	E.P.A.	To carry out the environmental laws made by congress.	
1 Agriculture (Department of)			
2 Consumer Product Safety Commission			
3 Commerce (Department of)			
4 Defense (Department of)			
5 Energy Research and Development Admin.			
6 Equal Employment Opportunity Commission	EEO		
7 Educa[illegible]n (Dep[illegible]ent of)			

Title: Deplacements and Agencies of U.S. Government	**Topic:** Political Science	Student Data/Activity Sheet	306-702 (106)(V) I

DEPARTMENT OR AGENCY	ACRONYM MAJOR RESPONSIBILITY- ETC.	THE PEOPLE WHO ARE- ETC.
8 Federal Aviation Commission		
9 Federal Communication Commission		
10 Federal Energy Administration		
11 Federal Trade Commission		
12 Food and Drug Administration		
13 Health & Welfare		
14 Housing and Urban Development		
15 Interstate Commerce Commission		
16 Justice (Department of)		
17 Labor (Department of)		
18 National Weather Service		
19 Transportation (Department of)		
20 Treasury (Department of)		
21 Veterans Administration		

The students will discuss ways that particular groups use political systems to represent and promote their interests. (414)(V)

Title: Lobbyist

Topic: Political Science

Time segment: Two 45 Minute Periods

306-703 (414)(V)

D

Instructional objectives:

The students participate in discussing organized interest groups and how they promote their interests in the political system through research and an interview.

Materials:

1. Student Data Sheet
2. Bulletin board space.
3. Magazines can be furnished by students.
4. Scissors and other materials needed for bulletin board display.

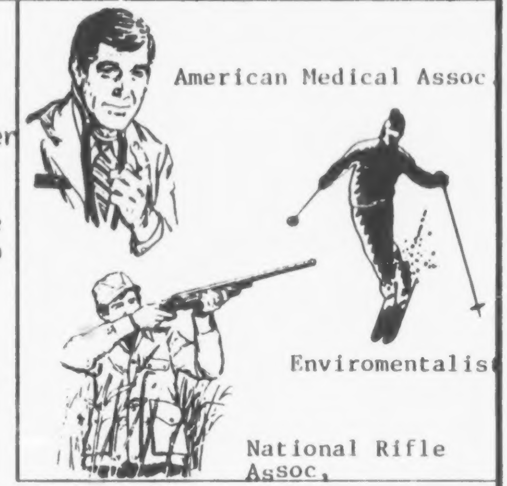
Evaluation:

1. The students are able to match individual special interests to an organized lobbying group.
2. Students are able to use the interview method effectively to gain information.

Adaptations:

Student Data Sheet could be read to the class from an overhead transparency.

Procedure:



1. Brainstorm on the chalkboard at least ten categories of peoples' career choices and interests. i.e. doctor, teacher, backpacker swimmer, etc.
2. List different special interests that these groups might have which would cause them to want to influence lawmakers.
3. From this list, research and determine the special interest groups that are lobbying successfully at national, state, and local levels of government.
4. Establish a composite list from the individual research identifying well known lobbying groups.
5. Have students bring magazines to class and cut out pictures of different types of people. Arrange pictures attractively and label the special interest each person pictured might have.
6. Arrange the names of the lobbying groups around pictures. Have students match special interests to appropriate lobbying groups and explain how these groups might facilitate the special interest.
7. Invite a special interest representative to your class to speak on ways this group works to influence lawmaking.

Skills:

603-854
603-830
603-827
603-852

Evaluation an[illegible]omments on activity:

Students:

Teacher:

Title: Lobbyists	**Topic:** Political Science	Teacher Materials	306-703 (414)(V) D

USING RESOURCE PEOPLE PRODUCTIVELY

I. Select a person, preferably one who has had experience speaking to students of this age group, who is knowledgeable on the topic of discussion.

II. The resource person can be most effective when the person extending the invitation to visit the class also takes time to discuss the interests, backgrounds, and knowledge acquired to date on the particular topic by the students being visited.

III. The resource person may profit from suggestions of method and strategies that work well in the classroom suggested by the instructor.

IV. Make the resource person aware of the unit objectives and how they can be best facilitated.

V. Teacher and students formulate appropriate questions to use when interviewing the resource person. The question should be direct and pertain to the specific topics of discussion. Inexperienced interviewers might be assigned questions to ask, but do not stifle spontaneity.

VI. Students should practice interviewing, using direct inquiry approach in various settings.

VII. Thank the resource person by sending invididual or a group letter evaluating the benefits and knowledge gained from the interview.

Title: Lobbyists	**Topic:** Political Science	Student Data Sheet	306-703 (414)(V) D

STUDENT DATA SHEET

In the United States, many thousands of groups are competing for power and government influence. Each of these represents an organized group of people trying to influence the decisions made by local, state, or federal governments. Each group wants the government decisions and policies to be in its favor.

Some of these groups are well known. They openly spend a great deal of money and time influencing government decision makers. They work dilegently to stop passage of legislation they do not support and work equally as hard for the passage of desirable acts.

Lobbyists, also try to influence the appointment of people to various positions such as committee assignments, staff positions, governmental boards and agencies, and sometimes the selection of judges to the Supreme Court.

There are many methods used by lobbyists to achieve their goals. They express their point of view through all communication media, give public talks, contribute money to support cause, and they entertain lawmakers.

Not all interest groups have the same effectiveness. The success of the group's influence on government depends on membership, wealth, access they have to communication media, and how well organized and known they are.

The students will evaluate the misuse of authority through a few specific incidents in history, i.e., Teapot Dome Scandal, Watergate, etc. (405)(V)

Title: Evaluating Authority

Topic: Political Science

Time segment: One 45 Minute Period

306-704 (404)(V)

D

Instructional objectives:

The student will evaluate the misuse of authority by studying the case of Gerald Gault

Materials:

1. Student Data Sheets 1-4 for each student.
2. One Student Activity Sheet for each student.
3. Teacher materials 1 and 2 (transparencies)

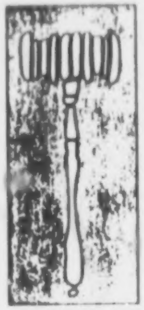
Evaluation:

The student will participate in the evaluation and clarification of due process of law for juveniles by completing the Student Activity Sheet accurately, and logically contributing to the class discussion.

Adaptations:

1. Make Student Data Sheet 1-4 into transparencies.
2. Other examples of misuse of authority may be used.

Procedure:



1. This activity deals with the specific incident of due process rights for young people when they come before the Juvenile Court. The case of Gerald Gault is a landmark decision because before 1967 it was thought that juveniles would be better off to have informal hearings rather than a formal legal procedure. Consequently, the Juvenile Court felt that the young juvenile would not need the same safeguards as an adult in a criminal case.

2. The facts concerning the Case of Gerald Gault are provided on Student Data Sheets 1 through 3.

3. The statement of facts should be discussed thoroughly but no value judgment made.

4. On the Student Activity Sheet, complete Part I.

5. Refer to Student Data Sheet 4, "Relevant Points of Law," and complete Part II of the Student Activity Sheet.

6. Students are to state their personal opinion about the case.

7. The teacher has been provided with four data sheets explaining the Supreme Court's decision regarding this case and the written opinions of some of the Justices. The information is significant but technical and will require discussion and clarification. It is suggested this material be made into a transparency.

8. Teacher material #2 is a retrieval transparency to be filled out by the teacher recording class responses and comments. Knowledge from all data sheets will help the teacher facilitate the responses of students and the recording of accurate information on the retrieval chart.

Skills:

306-876
306-877
306-826

Evaluation and comments on activity:

Students:

Teacher:

Title: Evaluating Authority	**Topic:** Political Science	Student Data Sheet	306-704 (405)(V) D

THE CASE OF GERALD GAULT

STATEMENT OF FACTS

Gerald Gault was 15 years old. He was on probation for having been with another boy who had stolen a wallet from a lady's purse. On Monday, June 8, 1964, at about 10 a.m., Gerald and friend, Ronald Lewis, were arrested by the sheriff of Gila County, Arizona, and taken to the Gila County Children's Detention Home. The boys were accused of calling a neighbor, a Mrs. Cook, and of making insulting and obscene remarks to her on the telephone. Mrs. Cook was shocked by what the boys said to her, and she called the sheriff, who traced the phone call to Gerald and Ronald. Soon after the boys were taken to the detention home, a probation officer, Mr. Flagg, questioned the boys, and they admitted making the telephone calls. Each boy blamed the other.

Gerald's mother and father were both at work on the morning that Gerald was arrested. The sheriff did not leave a notice telling them that Gerald was being held in the Children's Detention Home, nor did anyone from the sheriff's office call his parents. When his mother arrived home at about 6 p.m., Gerald was not there. She sent his older brother to look for him at the trailer home of the Lewis family. There the brother learned that Gerald had been arrested, and he went home and told his mother. The two of them went to the detention home, where Probation Officer Flagg, who was also superintendent of the detention home, told Mrs. Gault why Gerald was there and said that there would be a hearing in juvenile court the following afternoon.

During the questioning, Gerald admitted to Officer Flagg that he had made other nuisance phone calls in the past which, according to him, were "silly calls or something like that." There was also evidence that Gerald might have broken some laws in the past. Two years earlier someone had said Gerald had stolen a baseball glove from another boy and lied about it to the police department. However, there had not been enough evidence to arrest him or to have a hearing.

The next day Officer Flagg reported to Judge McGee of juvenile court that Gerald was under 18 years of age and a juvenile delinquent. He asked the judge to order that Gerald be taken from his parents and placed in the Children's Detention Home. According to the law in Arizona, a juvenile delinquent is a child who:

a. Has broken a law.
b. Is continually disobedient and not controlled by parents, guardians, or custodians.
c. Is continually absent from school or home.
d. Continually behaves in such a way that he harms the morals or health of himself and/or others.

On the afternoon of the hearing, Gerald, his mother, his older brother, Officer Flagg, and another probation officer met with the juvenile judge. Gerald's father was out of the city on business and did not attend the hearing. Mrs. Cook, the woman who had complained about the boys' phone call, was not there either. No one was asked to swear to tell the truth at this hearing, and no record was made of what was said. The only way we know what happened at this hearing was from what Judge McGee, Mrs. Gault, and Officer Flagg said at another hearing two months later. The four agreed on some things that happened at the first hearing and disagreed on others. They agreed that at the first hearing the Judge asked

THE CASE OF GERALD GAULT - Continued

Gerald questions about the telephone call. They disagreed about what Gerald said. His mother recalled that Gerald said he had only dialed Mrs. Cook's number and handed the telephone to his friend, Ronald. Officer Flagg remembered that Gerald had admitted making one insulting remark. They all agreed that Mrs. Gault had asked the judge if he was going to send Gerald to the detention home, and the judge answered that he would "think about it."

After the first hearing, Gerald was taken back to the detention home. Two or three days later, Gerald was driven home. No one explained why he was kept in the detention home or why he was driven home after two or three days.

On the day Gerald was driven home, his mother received a note signed by Officer Flagg. It was on plain paper and not official stationery. It said: "Mrs. Gault, Judge McGee has set Monday, June 15, 1964, at 11:00 for further hearings on Gerald's delinquency."

On June 15 Gerald and his father and mother, Ronald Lewis and his father and mother, and Officers Flagg and Henderson were in court before Judge McGee. Again no one was asked to swear to tell the truth and no record was made of the hearing. People at the hearing disagreed later when they tried to tell what happened. Mr. and Mrs. Gault remembered that Gerald again said that he had only dialed the number and that Ronald had made the insulting remarks. Officer Flagg agreed at this time that Gerald did not admit making the remarks. But Judge McGee remembered that there had been admission of some of the insulting remarks but no admission of the more-serious remarks.

Again, Mrs. Cook, the woman who had complained about the phone calls, was not at the hearing. Mrs. Gault said that Mrs. Cook should have come to the hearing, but the judge said that she did not have to be there. The judge had never spoken or communicated with Mrs. Cook at any time. Probation Officer Flagg had talked to her once over the telephone on June 9.

At this second hearing, the probation officer handed a report to the judge that was not given to Gerald or his parents. This report said that Gerald was guilty of making insulting phone calls. The judge declared that Gerald had broken a section of the Arizona criminal law which said that a person who "in the presence of or hearing of any woman or child... uses vulgar, abusive, or obscene language, is guilty of a misdemeanor." The judge ordered Gerald to be placed in the State Industrial School as a juvenile delinquent until he was 21 years old unless he was discharged sooner by "due process of law."

If Gerald had been over 18 years of age and tried in a regular criminal court under Arizona law, the maximum penalty for making "vulgar, abusive, or obscene" calls would have been a $5 to $50 fine or not more than two months' imprisonment.

While Gerald was at the Industrial School, his parents filed a petition for his release, and the case eventually came before the U.S. Supreme Court. Gault's lawyer argued that Arizona's juvenile code violated the due-process provisions of the Fourteenth Amendment. Arizona attorneys argued that the whole idea of informal proceedings under the juvenile court

THE CASE OF GERALD GAULT - Continued

system would be undermined if the court extended all the specific Bill of Rights guarantees to young offenders.

Reprinted with permission from Juvenile Justice: A High School Curriculum Guide (Sewell, N.J.: Institute for Political/Legal Education, 1974), pp. 121-23.

RELEVANT POINTS OF LAW

CONSTITUTIONAL LAW

No members of the United States Government can arrest a person without having a good reason to do so. Whenever possible, a police officer must give his reasons for wanting to arrest a person to a judge and have the judge give him permission to make the arrest. (Article IV, Bill of Rights)

All people accused of a crime have the right to have a lawyer help defend them. (Article VI, Bill of Rights)

No member of the United States Government can force a person who is suspected of a crime to give evidence against himself. (Article V, Bill of Rights)

No member of the United States Government can take away a person's liberty without giving him a fair hearing. (Article V, Bill of Rights)

In all criminal trials, the accused person has the right:

1. To a speedy public trial by a fair jury in the state and district where the crime has been committed.
2. To be told of what he is accused.
3. To have the witnesses who have spoken against him appear in court.
4. To have the right to compel witnesses in his favor to appear in court.
5. To have the help of a lawyer for his defense. (Article VI. Bill of Rights)

RELEVANT POINTS OF LAW - Continued

Members of state, county, or city government cannot:

1. Make or enforce any laws which unreasonably limit the rights of citizens of the United States.
2. Have a person punished or take away his liberty or property without first giving him a fair hearing in a court of law.
3. Pass or enforce laws that unfairly discriminate against citizens living in their community or state. (Article 14, Amendments to the Constitution)

ARIZONA LAW

Any person who in the presence or hearing of any woman or child uses vulgar, abusive, or obscene language, is guilty of a misdemeanor. An adult convicted of this crime can be fined from five to fifty dollars, or put in prison for not more than two months.

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Title: Evaluation Authority	**Topic:** Political Science	Student Activity Sheet	306-704 (405)(V)

Step 1

After reading the statement of facts concerning the case of Gerald Gault, list at least six happenings that took place during this legal process that were seemingly unfair.

1 ____________________

2 ____________________

3 ____________________

4 ____________________

5 ____________________

6 ____________________

7 ____________________

8 ____________________

Step 2

Read over "Relevant Points of Law", Student Data Sheet page 4, and find a specific point of law to substanciate the above list of unfair events in this legal process.

Above #	THE SPECIFIC POINT OF LAW	Constitutional Law	ARIZONA LAW

Step 3

Student opinion regarding the case of Gearld Gault: ____________________

____

____

Title: Evaluating Authority	**Topic:** Political Science	Teacher Material #2 Transparency	306-704 (405)(V)

Step 1

After the class has read and discussed "Court Decision and Opinions" fill in the following charts:

JUDGE'S NAME	CONCUR	DISENT	**JUDGE'S POINT OF VIEW**	
			SIMILARITIES	**DIFFERENCES**
1				
2				
3				
4				
5				

Step 2

As a class, list the due process safeguards for juveniles charged with delinquency brought about by the case of Gearld Gault. Class members are polled to determine how many agree or disagree with each Supreme Court decision.

	AGREE	DISAGREE
1		
2		
3		
4		
5		
6		

Title: Evaluating Authority	**Topic:** Political Science	Teacher Materials #1 Transparencies Pgs. 1-4	306-704 (405)(V) D

COURT DECISION AND OPINIONS

Justice Abe Fortas, who wrote the Supreme Court's majority opinion for In re Gault (1967), granted most of the demands of the Gaults on the basis of the following reasoning:

> Departures from established principles of due process have frequently resulted not in enlightened procedure, but in arbitrariness.
>
> Due process of law is the primary and indispensable foundation of individual freedom. It is the basic and essential term in the social compact which defines the rights of the individual and delimits the powers which the State may exercise. As Mr. Justice Frankfurter has said: "The history of American Freedom is, in no small measure, the history of procedure.". . . It is these instruments of due process which enhance the possibility that truth will emerge from the confrontation of opposing versions and conflicting data: "Procedure is to law what scientific method is to science."
>
> The boy is committed to an institution where he may be restrained of liberty for years. It is of no constitutional consequence--and of limited practical meaning--that the institution to which he is committed is called an "industrial school." The fact of the matter is that, however euphemistic the title, a "receiving home" or an "industrial school" for juveniles is an institution of confinement in which the child is incarcerated for a greater or lesser time. His world becomes "a building with whitewashed walls, regimented routine and institutional hours...." Instead of mother and father and brothers and sisters and friends and classmates, his world is peopled by guards, custodians, state employees, and "delinquents" confined with him for anything from waywardness to rape and homicide.
>
> It would be extraordinary if our Constitution did not require the procedural regularity and the exercise of care implied in the phrase "due process." Under our Constitution, the condition of being a boy does not justify a kangaroo court.

Justice Fortas then proceeded to explain what he meant by due process of law for an accused juvenile delinquent:

1. Due process of law requires notice of the sort we have described--that is, notice which would be deemed constitutionally adequate in a civil or criminal proceeding. It does not allow a hearing to be held in which a youth's freedom and his parent's right to his custody are at stake without giving them timely notice, in advance of the hearing, of the specific issues that they must meet. Nor, in the circumstances of this case, can it reasonably be said that the requirement of notice was waived.

2. We conclude that the due--process clause of the Fourteenth Amendment requires that in respect of proceedings to determine delinquency which may result in commitment to an institution in which the juvenile's freedom is curtailed, the child and his parents must be notified of the child's right to be represented by counsel retained by them, or if they are unable to afford counsel, that counsel will be appointed to represent the child.

3. We now hold that, absent a valid confession, a determination of delinquency and an order of commitment

COURT DECISION AND OPINIONS - Continued

> to a state institution cannot be sustained in the absence of sworn testimony subjected to the opportunity for cross-examination in accordance with our law and constitutional requirements.

Justice Black's concurring opinion emphasized that the due-process clause of the Fourteenth Amendment incorporated the Fifth and Sixth amendments of the Bill of Rights:

> Where a person, infant or adult, can be seized by the State, charged, and convicted for violating a state criminal law, and then ordered by the State to be confined for six years, I think the Constitution requires that he be tried in accordance with the guarantees of all the provisions of the Bill of Rights made applicable to the states by the Fourteenth Amendment. Undoubtedly, this would be true of an adult defendant, and it would be a plain denial of equal protection of the laws--an invidious discrimination--to hold that others subject to heavier punishments could, because they are children, be denied these same constitutional safeguards. I consequently agree with the Court that the Arizona law as applied here denied to the parents and their son the right of notice, right to counsel, right against self-incrimination, and right to confront the witnesses against young Gault. Appellants are entitled to these rights, not because "fairness, impartiality and orderliness--in short, the essentials of due process"--require them and not because they are "the procedural rules which have been fashioned from the generality of due process," but because they are specifically and unequivocally granted by provisions of the Fifth and Sixth amendments which the Fourteenth Amendment makes applicable to the states.

Justice White concurred with the majority, although he had reservations as to whether the privilege against self-incrimination had been violated. Justice Harlan concurred in part and dissented in part. He agreed with the Court in its requirement for timely and adequate notice, counsel, and a written record of the proceeding. He saw no need at that time to insist on the privilege against self-incrimination or on confrontation and cross-examination.

Dissenting Justice Stewart protested:

> The court today uses an obscure Arizona case as a vehicle to impose upon thousands of juvenile courts throughout the nation restrictions that the Constitution made applicable to adversary criminal trials. I believe the Court's decision is wholly unsound as a matter of constitutional law, and sadly unwise as a matter of judicial policy.
>
> Juvenile proceedings are not criminal trials. They are not civil trials. They are simply not adversary proceedings. Whether dealing with a delinquent child, a neglected child, a defective child, or a dependent child, a juvenile proceeding's whole purpose and mission is the very opposite of the mission and and purpose of a prosecution in a criminal court. The object of the one is correction of a condition. The object of the other is conviction and punishment for a criminal act.

COURT DECISION AND OPINIONS - Continued

> The inflexible restrictions that the Constitution so wisely made applicable to adversary criminal trials have no inevitable place in the proceedings of those public social agencies known as juvenile or family courts. And to impose the Court's long catalog of requirements upon juvenile proceedings in every area of the country is to invite a long step backwards into the nineteenth century. In that era there were no juvenile proceedings, and a child was tried in a conventional criminal trial. So it was that a 12-year-old boy named James Guild was tried in New Jersey for killing Catharine Beakes. A jury found him guilty of murder, and he was sentenced to death by hanging. The sentence was executed. It was all very constitutional.

In summary, the Court majority had ruled that a juvenile charged with delinquency has the following rights:

1. He and his parents must be given written notice of the specific charges against him as soon as possible and with enough time before his hearing to get ready for it.

2. He and his parents must be told before the hearing that he has a right to a lawyer, and if they can't afford one that the Court will appoint a lawyer to represent him.

3. He does not have to make any statement or testify if he doesn't want to, and the Court must tell him that he has the right to remain silent.

4. If he doesn't confess, the Court has to have evidence from sworn witnesses, and the juvenile's lawyer can confront and examine these witnesses.

In later cases the Supreme Court ruled that an accused juvenile must have these additional rights:

A. Every word said at the hearing must be recorded for a transcript of proceedings.

B. Juveniles must have the right to request an appellate review.

ELEMENTARY - SOCIAL STUDIES POLITICAL SCIENCE INSTRUCTIONAL OBJECTIVE: 306-705

The students will evaluate why people do and do not comply with the law. (106)(V)

Title: People & Laws

Topic: Political Science

Time segment: One 45 Minute Period

306-705 (102)(V,I)

D

Instructional objectives:

To assist students to evaluate why people do and do not comply with the law.

Materials:

1. Student Activity Sheet "People & Laws".

Evaluation:

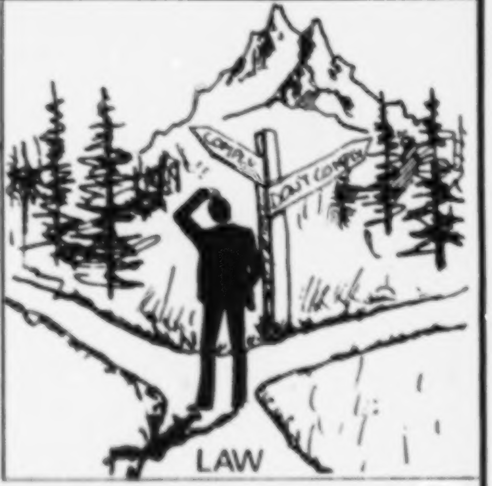
Students are able to evaluate why people do or do not comply with the law.

Adaptations:

Refer to Teacher Material 306-703.

Procedure:

1. A discussion on the basic function of the law is important. Law is to provide rules governing people in their relationship with others so that all may be in maximum harmony. Every law restricts a person's freedom to a certain extent, but these restrictions are usually necessary so that all may have greater freedom. Laws are established by the government. Laws have the power of government behind them to make sure these laws are obeyed. If they are not followed, the government has the power to enforce them. Knowing these facts, students evaluate reasons or circumstances that cause people to comply or not comply with the law.



2. Some descriptions of laws pertaining to juvenile justice have been used as data on the Student Activity Sheet. Feel free to add to or delete from the data to best suit the purposes of the classroom.
3. A law enforcement officer or a juvenile court worker can be invited to participate as a resource person.

Skills: 306-826 306-853 306-854	**Evaluation and comments on activity:** **Students:** **Teacher:**

Title: People & Laws	**Topic:** Psychology	Student Data Sheet	306-705 (102)(V) I

INSTRUCTIONS: The data for this activity deals with juvenile justice in the State of Utah. Students read the description of the laws carefully. Evaluate and forecast realistic reasons or circumstances why people do or do not comply with the law.

LAW	REASON PEOPLE COMPLY	REASONS PEOPLE DO NOT COMPLY
1. A person removing or attempting to remove an item of merchandise without paying for it is shoplifting. Shoplifters under 18 are referred to the Juvenile Court.		
2. Curfew violations vary by city and county. In Salt Lake County no one age 13 or younger may be in a public place between 10 p.m. and 4 a.m. All curfew violations are dealt with by the Juvenile Court.		
3. A person under 17 years who leaves home intending to stay away is a runaway. A minor who continually fails to comply with the reasonable and lawful request of a parent, guardian, custodian, or school authority to the point the person is beyond control is designated as "ungovernable".		
4. Utah and Federal Law both prohibit the manufacturing, dispensing, distribution and possession of drugs. Violations of the drug control laws may cause imprisonment for a maximum of 30 years and a maximum fine of $50,000, depending upon the substance included and the number of prior drug convictions.		

ELEMENTARY - SOCIAL STUDIES POLITICAL SCIENCE INSTRUCTIONAL OBJECTIVE: 306-706

The students will describe our court systems and evaluate their effectiveness. (405)(V)

Title: Evaluating Court Systems

Topic: Political Science

Time segment: Two 45 Minute Periods

306-706 (405)(V)

D

Instructional objectives:

The student, by studying the descriptions of the various courts and definitions of terms, can classify accounts of disputes found in newspapers and determine in which court the dispute was heard.

Materials:

1. Newspaper and scissors.
2. Student Data Sheet - Our Court Systems #1 & 2.

Evaluation:

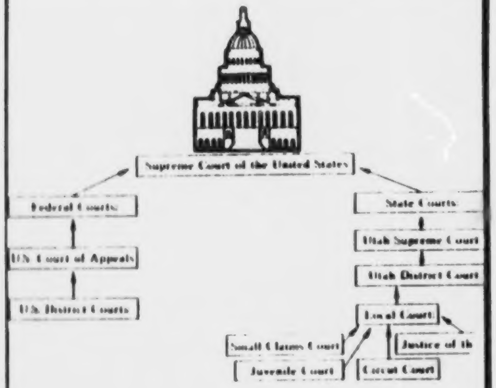
The student categorizes and identifies newspaper accounts accurately and evaluates the effectiveness of the court system through discussion.

Adaptations:

1. For further reference on the Utah Law, see Practical Law in Utah, a Utah State Board Law-Related Education Project Publication.

Continued-

Procedure:


Supreme Court of the United States
Federal Courts
U.S. Court of Appeals
U.S. District Courts
State Courts
Utah Supreme Court
Utah District Court
Local Court
Small Claims Court
Juvenile Court
Circuit Court
Justice of th

1. Discuss and evaluate the Student Data Sheets thoroughly.
2. Assign each student, over a given period of time, to examine newspapers and find examples of at least one type of dispute that was handled in a local court, and at least one type of dispute that will be handled there.
3. Make the same assignment regarding state courts, federal courts and juvenile courts. Have students display or share examples.
4. Have students find an example of at least one dispute that is being appealed.
5. Ask students to identify each of these disputes clipped from the newspaper as felonies or misdemeanors.
6. Based on this activity, evaluate and discuss the strengths and weaknesses of our court system.

Skills:

306-852
306-882

Adaptation: Continued

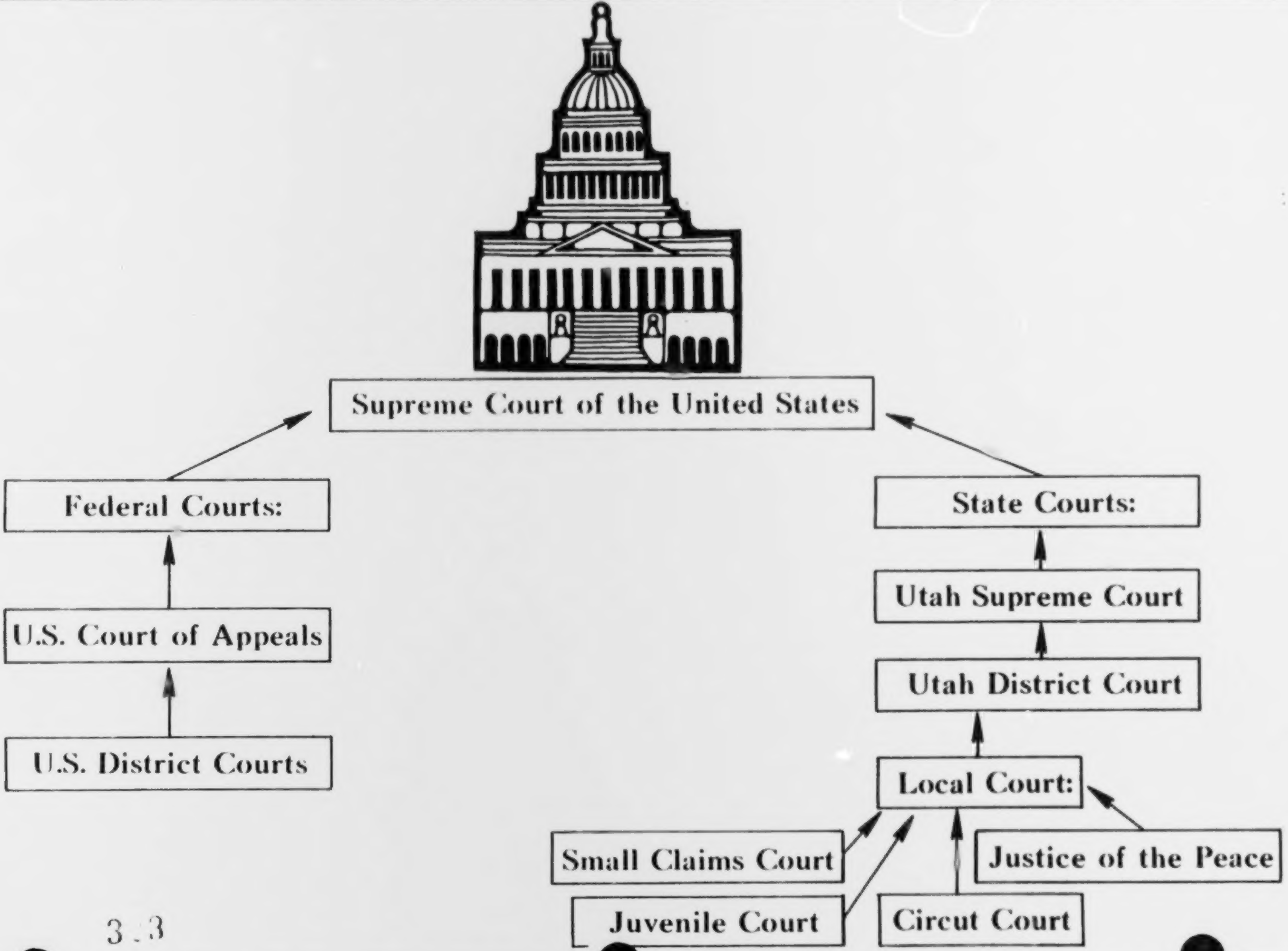
2. Make arrangements with newspaper publisher to supply classroom sets of newspapers.
3. A resource person, affiliated with the court systems, would interface this activity. (see Teachers Material 306-703)

Evaluation and comments on activity:

Students:

Teacher:

Title: Evaluating Court Systems	**Topic:** Political Science	Student Data Sheet #1	306-706 (405)(V) I



Supreme Court of the United States

Federal Courts:

U.S. Court of Appeals

U.S. District Courts

State Courts:

Utah Supreme Court

Utah District Court

Local Court:

Small Claims Court

Juvenile Court

Circut Court

Justice of the Peace

Title: Evaluating Court Systems	**Topic:** Political Science	Student Data Sheet #2	306-706 (405)(V) I

A. Supreme Court of the United States: The Supreme Court of the United States is the only court specifically created by the Constitution (Article III Sec. 1). It is composed of the chief Justice of the U.S. and eight associate justices. As the highest court in the land, the Supreme Court is the highest court of appeal. It is the final authority in any case involving any question on the Federal Law.

B. FEDERAL COURTS: Problems arising from federal laws, such as drug trafficking, mail fraud, bank robbery, welfare fraud, defacing national parks and recreation areas, etc. Federal crimes carry penalties ranging from minimal fines to life imprisonment.

Persons found guilty of federal felonies serve sentences of imprisonment in federal correctional institutions. The nearest such institution to Utah is in Englewood, Colorado. Youth offenders would likely be confined at Terminal Island, Calif.

Decisions made in the U.S. District Court can be appealed to the highest court, the U.S. Court of Appeals.

A. STATE COURTS: They deal with disputes that involve state law. The Utah Supreme Court is an Appellate Court that decides appeals from the district courts. Sometimes its decisions may be appealed to the U.S. Supreme Court.

B. Utah District Courts: They are both trial and Appellate Courts. As trial courts, the Utah District courts have the power to decide any civil case or criminal case dealing with felonies under State Law. The district courts also act as Appellate Courts by ruling on appeals from the Circuit Courts or Justice of the Peace.

C. Small Claims Courts: These are limited trial courts handling civil disputes involving not more than $400.

D. Circuit Courts: These are also limited trial courts. People accused of misdemeanors such as violations of city and county ordinances go to these courts. Civil disputes involving less than $5,000 are tried here.

E. Justices of The Peace: Limited trial courts, hearing Class B & C misdemeanors only, such as violation of local ordinances. Civil disputes involving less than $750 are dealt with.

F. Juvenile Court: The treatment of persons under the age of 18. Generally, juveniles who commit acts which would result in imprisonment and fines had they been committed by adults are dealt with by the juvenile court system. The penalties for juveniles who violate federal, state municipal laws are not the same as the penalties for adults.

Title: Evaluating Court Systems	**Topic:** Political Science	Student Data Sheet #3	306-706 (405)(V) I

VOCABULARY

Appeal:	The bringing of a case to a higher court for a rehearing.
Appellate Court:	A court which hears appeals from a lower court.
Civil Law:	All areas of law which do not involve criminal matters, usually involves disputes between two individual parties.
Criminal Law:	Pertains to acts committed or omitted in violation of a public law forbidding or commanding it. It can be defined as any social harm made punishable by law, i.e., shoplifting, homicide, assault and battery, etc.
Felony:	Generally a serious crime for which the punishment may be death or imprisonment for more than one year.
Misdemeanor:	A crime less serious than a felony and are normally punished by imprisonment in the county jail and fined up to $1,000.
Ordinances:	Small government units, such as counties, cities, towns, or villages, have the power to enact laws effecting their local area. These laws are known as ordinances, i.e., zoning, parking, bike registration, etc.

The students will describe the various ways leaders are elected or appointed in several eastern hemisphere countries. (102)(V,I)

Title:
Comparing Forms of Government

Topic: Political Science

Time segment: Two 45 Minute Periods

306-707 (102)(V,I)
D

Instructional objectives:

The students will categorize several countries in the eastern hemisphere as to their form of government, identify the present leader and how they came to power.

Materials:

1. One Student Activity Sheet for each student.
2. Reference materials for locating descriptions of the countries, government and present leaders.

Evaluation:

The students will be able to describe various ways that government leaders in several eastern hemisphere countries come to power.

Adaptations:

Teacher identifies specific countries and students research the type of government found in each.

Procedure:

1. Discuss the three kinds of governments defined on the Student Activity Sheet making sure that the students can evaluate the differences and identify example countries to be categorized.
2. An example of "Oligarchy" has been given. If more examples are needed, assist students in an oral exercise to find other examples in available references.
3. Those students with developed research skills might be paired with other students to assist in their skill development.
4. Results of individual, team or group research should be tabulated on the board so that all information can be shared and an extensive list of examples will fill each category.

Skills: 306-827 306-852 306-877	**Evaluation and comments on activity:** **Students:** **Teacher:**

Title: Comparing Forms of Governments	**Topic:** Political Science	Student Activity Sheet	306-707 (102)(V,I)

WHO RULES?

I. INTRODUCTION: In the world today, many types of governments are found. These governments can be generally divided into three important kinds: Rule by one person, rule by a few people, and rule by the majority.

Complete the chart below by identifying and categorizing several countries in the eastern hemisphere who's leaders are elected or appointed according to the definitions of the three forms of government, and indicate who or whom is the ruling party for each.

II.

Forms of Government

Monarchy		**Oligarchy**		**Democracy**	
One person rule: Dictator King Queen		Rule by the Few: rule by rich rule by military rule by elders rule by one party		Rule by the many: Representative or Pure Democracy	
Country	How present ruler came to powe	Country	How present ruling body came to power.	Country	How present ruling body came to power.
		Saudi Arabia	The family of Abdul Aziz Ibn Saud came to power in 1902. Today this family still controls the government.		

ELEMENTARY - SOCIAL STUDIES GEOGRAPHICAL SKILL INSTRUCTIONAL OBJECTIVE: 306-801

The students will compare aerial photographs taken from space with a globe and will explain the horizon. (115)

Elementary Social Studies

TITLE: Explain the Horizon

TOPIC: Geographic Skills

TIME SEGMENT: 25 minutes

306-801 (115)

D

INSTRUCTIONAL OBJECTIVE:

The students will compare aerial photographs taken from space with a globe and will explain the horizon.

MATERIALS;

Student Information Sheet
Student Activity Sheet
Answer key
(Masters included)
Encyclopedia, world globe

EVALUATION:

Students will do the activities on the student information and activity sheets as required by instructor.

ADAPTATIONS:

Have students look at the horizon in their area and also locate where they live on the world globe and on a picture taken from space. Discuss differences.

PROCEDURE:

To the teacher:

1. Duplicate enough information and activity sheets for the students participating.

2. Provide a background for the students before the activity is assigned.

3. Discuss with students as to how they should respond to the questions: i.e. discuss in large group; write answers and hand them in; discuss in small groups.

4. Assign student to read information sheet and answer the questions on the activity sheet.

Extended activities: Students can do more research and experimentation with horizon in different land areas.

Answer Key

1. Answers will vary
2. It went out of sight
3. Because the earth is round, the area disappears from view as the earth rotates.
4. Places would not disappear from view.
5. The horizon is at the point where the earth can no longer be seen.
6. To be answered in your own words.

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Elementary Social Studies TITLE: Explain the Horizon	TOPIC: Geographic Skills	Student Information Sheet	306-801 (115)

A newcomer to Georgia was asking directions of someone who had lived there a long time. The conversation went something like the following:

Newcomer: "I'm trying to find John Arnold's home. I understand he lives along this road. Can you tell me about how far it is?"

Long-time Resident: "Well Sir, you're not too far away. I'd say just continue on down the road for about two sees, turn left,and follow that road another see and that will bring you right up to his door."

To some the directions would be meaningful but to others it would be no help as far as telling how far away John Arnold lived.

Study the following for a clue to the meaning of a "see":

If you were an astronaut circling the earth, there would be areas you could see where the earth and the sky appear to meet. This is called the horizon. If you would look in an encyclopedia under space, you would probably find a picture of the earth as seen from space. The horizon line is very broad and is far away because a space ship is far away from the earth.

If you were in an airplane, you could look out and see where the earth and the sky appear to meet. The horizon line is not as broad and is not as far away because you are closer to the earth. The horizon line does not stay in one place if you are moving.

If you were traveling on a ship at sea, you could look out and see where the ocean seems to meet the sky. This is the horizon, and it would not be as broad or as far away as from the airplane because you would be on the earth. The horizon does not stay in the same place if you are moving.

Back to our people in Georgia! If they were looking down the road to the horizon - where the earth appears to meet the sky - that would be as far as you could see. That would be one see. Of course it would be necessary to note they point at which the horizon was and then travel to that point. Goint to that point and standing, look at the horizon. That would be the next see. Travel to that point and turn left to find the next see. Sometimes buildings and trees interfere with seeing the horizon because you cannot see where the earth and sky meet.

Elementary Social Studies TITLE: Explain the Horizon	TOPIC: Geographic Skills	Student Activity Sheet	306-801 (115)

To the student:

On a separate piece of paper complete the following activities:

1. Tell someone or write about a "see" as used in some areas of Georgia. What causes the horizon to change? Use the world globe; locate Georgia and put a piece of tape on it. Move the globe around until Georgia is on the horizon. Turn the globe a little further until Georgia disappears.
2. Why is Georgia no longer on the horizon?
3. Explain why the shape of the earth is important to Georgia going out of sight.
4. What would happen if the earth were flat?
5. What does this have to do with the horizon?
6. If you were in space circling the earth, the horizons would change as they do when you turn the globe of the world. When you are moving on the earth, the horizon changes. Explain why this is true.

When you have completed the activity, put your paper in the place designated by your teacher.

ELEMENTARY - SOCIAL STUDIES GEOGRAPHIC SKILL INSTRUCTIONAL OBJECTIVE: 306-802

The students will use the key of an appropriate map to determine the population size of key cities. (103)

Elementary Social Studies
TITLE: Population

TOPIC: Geographic Skills
TIME SEGMENT: 20 minutes

306-802

D

INSTRUCTIONAL OBJECTIVE:

The students will use the key of an appropriate map to determine the population size of key cities.

MATERIALS:

Student Information Sheet
Student Activity Sheet
Illinois and Italy population maps
(Masters included)
For adaptations, access to a variety of population maps.

EVALUATION:

Students will complete a comparison chart identifying populations of different cities given on a map legend.

ADAPTATIONS:

Locate maps that give city populations. Note the different ways to show population. Make a map showing population of an area studied.

PROCEDURE:

To the teacher:

1. Identify how students are to work - large groups, small groups, or independently.
2. Determine who is to do the extended activity and where they are to get their materials.
3. Tell students where completed assignment is to be put.
4. Students will work with the Student Information Sheet and the Student Activity Sheet.

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Elementary Social Studies TITLE: Population	TOPIC: Geographic Skills	Student Information Sheet Student Activity Sheet	306-802

To the student:

Maps are used to tell many things, such as type of land area, location of towns, roads, and climate. Maps can also tell the population of an area - for an entire state or for specific cities. The legend or key will give information as to what the symbols represent for understanding.

1. Compare the population of Italy and Illinois. Look at the two maps. Note the legend. Find a city on both maps to match each of the symbols in the legend. Make a chart similar to the one below. Include the city names that are on the chart.

Comparing City Populations

	Illinois City	Population	Italian City	Population
Sample	1. Chicago		1. Rome	
	2.		2.	
	3.		4.	
	5.		5.	
	6.		6.	

2. Look up the cities on the chart. Write the population in the chart according to the map legend.

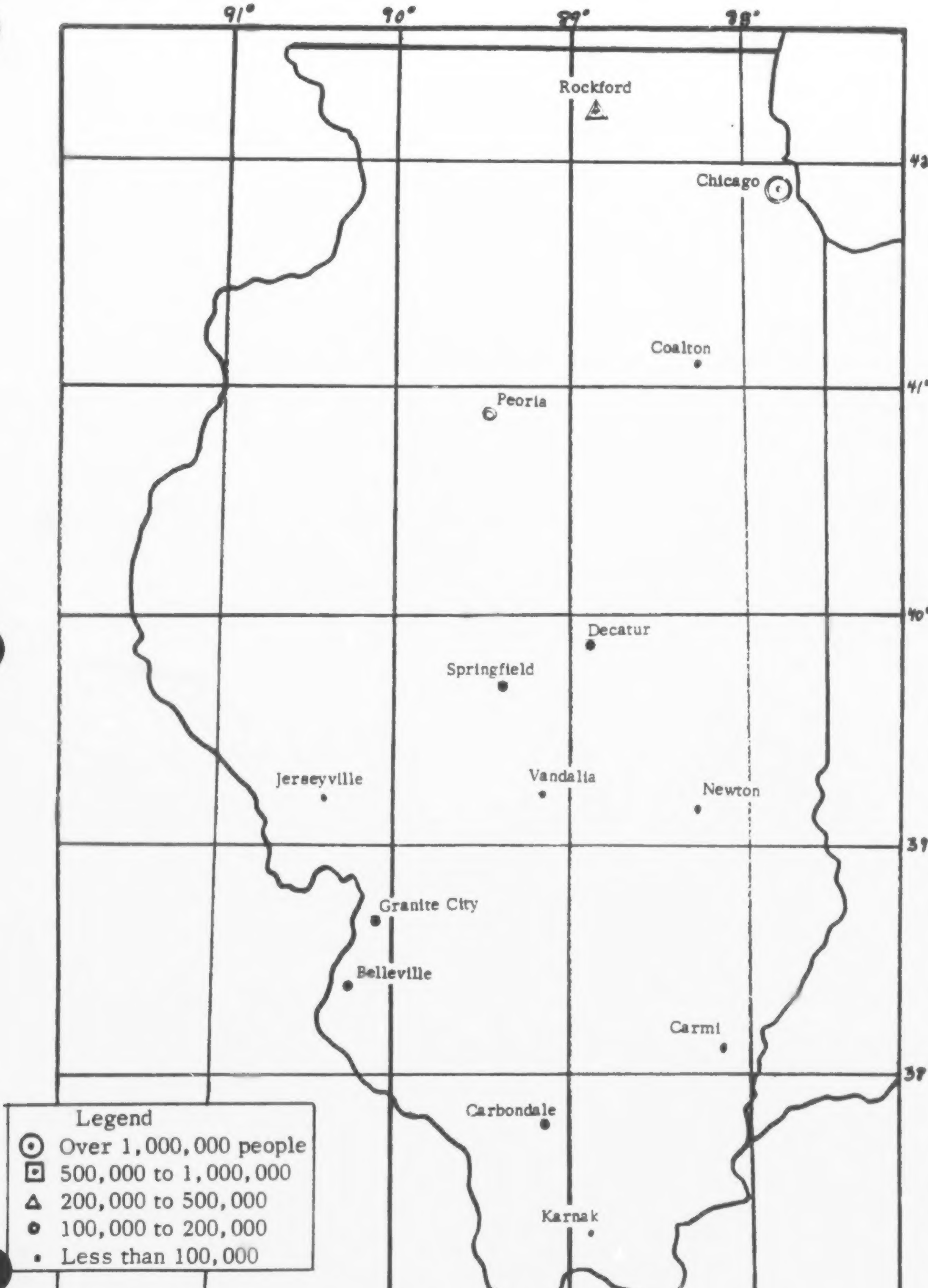
3. Choose three additional cities from each map. Write their population on the chart.

4. Look over the entire chart. Which city or cities has the largest population? Circle those cities. Which city or cities on the map would be the most important cities or key cities? Which city or cities have the smallest population? Put a check by those cities.

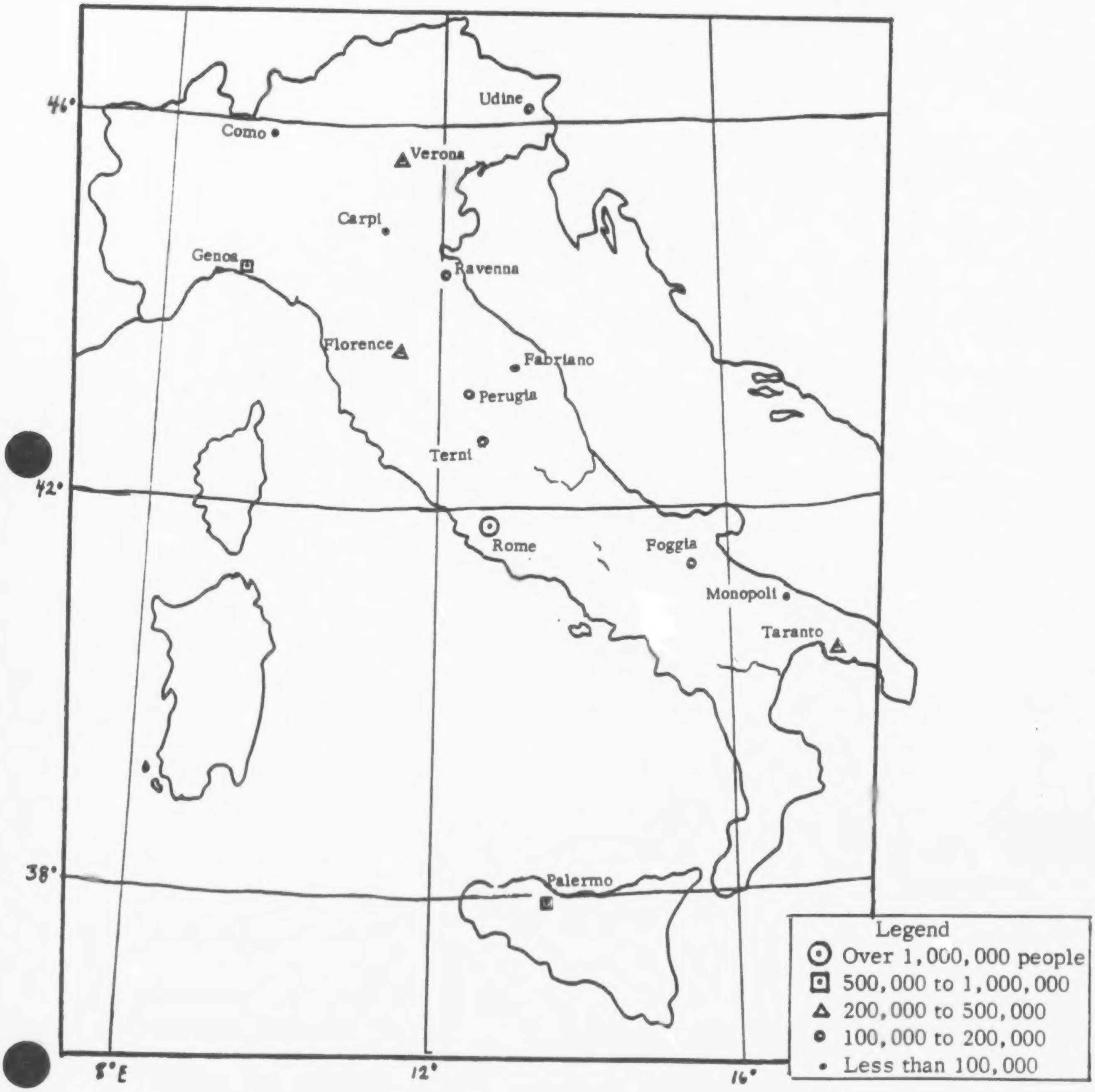
5. Put your completed chart where your teacher designates.

Extended Activity: Locate additional maps showing population of cities. What other kinds of information might you be able to collect by knowing the population of cities?

ILLINOIS
Population Map


91°
90°
89°
88°
Rockford
42°
Chicago
Coalton
41°
Peoria
40°
Decatur
Springfield
Jerseyville
Vandalia
Newton
39°
Granite City
Belleville
Carmi
38°
Carbondale
Karnak
Legend
⊙ Over 1,000,000 people
⊡ 500,000 to 1,000,000
△ 200,000 to 500,000
● 100,000 to 200,000
• Less than 100,000
91°
90°
89°
88°

ITALY
Population Map


46°
Udine
Como
Verona
Carpi
Genoa
Ravenna
Florence
Fabriano
Perugia
Terni
42°
Rome
Foggia
Monopoli
Taranto
38°
Palermo
8°E
12°
16°
Legend
⊙ Over 1,000,000 people
◘ 500,000 to 1,000,000
△ 200,000 to 500,000
◦ 100,000 to 200,000
• Less than 100,000

The students will make sketch maps of places studied.
(102)

Elementary Social Studies
TITLE: Making a Sketch Map

TOPIC: Geographic Skills
TIME SEGMENT: 1 - 1 1/2 hours

306-803 (102)
D

INSTRUCTIONAL OBJECTIVE:

The students will make sketch maps of places studied.

MATERIALS:

Student Information Sheet
Student Activity Sheet
(Masters included)
Paper and drawing materials

EVALUATION:

Each student will make at least one sketch map.

ADAPTATIONS:

Students could research ancient sketch maps to see what kinds of information they show.

PROCEDURE:

To the teacher:

1. Discuss with the students the expectation of the assignment.

2. Assign each student a country or allow the student to choose one for the sketch map.

3. Designate where the maps are to be displayed.

4. Discuss the paper size and drawing materials to be used. (pencil, ink, colors, etc.)

5. Assign the students to read the information sheet and complete the activity sheet.

Evaluation and Comments on Activity:

Students: ________________________________

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Teacher: ________________________________

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Elementary Social Studies
TITLE: Making a Sketch Map
TOPIC: Geographic Skills
Student Information Sheet
Page 1
306-803 (102)

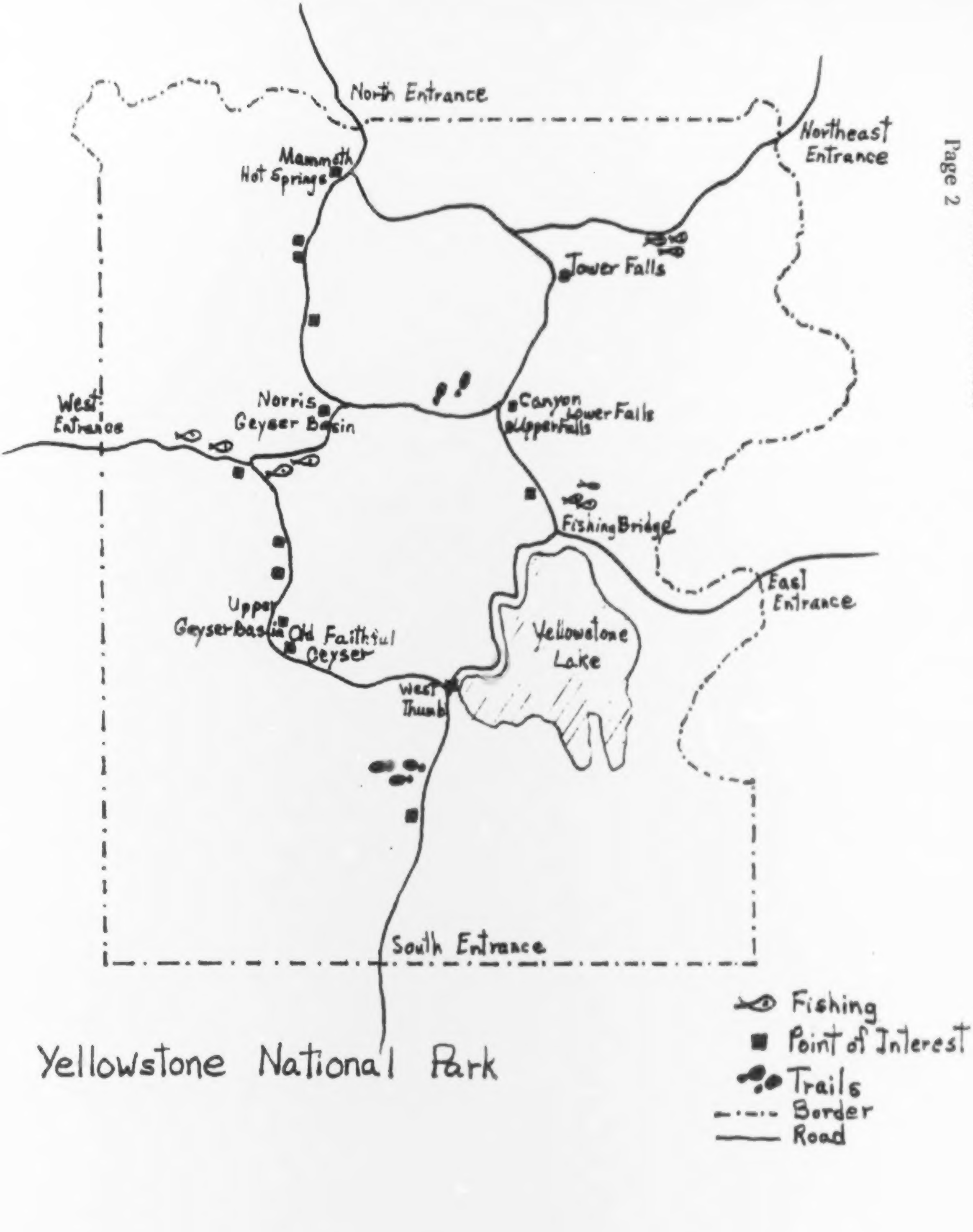
Maps are reduced representation of parts of the earth or the heavens. Accurate maps are drawn to scale. That means there is linear relationship to corresponding distance of that which is being represented (for example, 1/4 inch represents 1 mile) Sometimes there is not a need for an accurate map so a sketch map is acceptable. Sketch maps are rough drawings representing chief features often used as a preliminary study.

A map maker is called a cartographer. Cartography is the art and science of making maps.

From ancient history to the present time maps have served many purposes. Long ago in an effort to communicate with others about their environment, man would depict trails, hazards, locations of game animals, salt, other necessities, as well as geographic features.

Common uses for maps now are to show transportation routes, population, borders, nautical information, trails, natural and man made features, weather, as well as almost anything necessary to be shown.

A sketch map can give quick information in a simple form. The following is a simple sketch map. It gives information about Yellowstone National Park. Park entrances are shown, main roads, and points of interest are shown in approximate locations. It gives an idea of what is in the area.


North Entrance
Northeast Entrance
Mammoth Hot Springs
Tower Falls
West Entrance
Norris Geyser Basin
Canyon
Lower Falls
Upper Falls
Fishing Bridge
East Entrance
Upper Geyser Basin
Old Faithful Geyser
Yellowstone Lake
West Thumb
South Entrance
Fishing
■ Point of Interest
Trails
Border
Road

Yellowstone National Park

Elementary Social Studies TITLE: Making a Sketch Map	TOPIC: Geographic Skills	Student Activity Sheet	306-803 (102)

To the student:

Choose one of the places you have recently studied or a place your teacher has assigned. On a separate piece of paper make a sketch map of the place. Label important places. If appropriate, make a key to indicate some points on the map. Title your sketch map.

Display your map in a place assigned by the teacher; discuss it in a group of classmates, or use it in other ways that may be suggested or required by your teacher.

The students will identify major land forms, physical regions, major rivers, and mountain ranges of Europe, Asia, Africa, The Middle East, and the Far East. (102)

Elementary Social Studies
TITLE: The Major Physical Features of the Eastern Hemisphere

TOPIC: Geographic Skills
TIME SEGMENT: One hour

306-804

D

INSTRUCTIONAL OBJECTIVE:

The students will identify major land forms, physical regions, major rivers, and mountain ranges of Europe, Asia, Africa, the Middle East, and the Far East.

MATERIALS:

Student Activity Sheets Pages 1, 2
Eastern Hemisphere map
(Masters included)
Colored pens or pencils
Atlases, encyclopedias, and other books containing Eastern Hemisphere maps

EVALUATION:

The students will identify major land forms, physical regions, major rivers, and mountain ranges of Europe, Asia, Africa, the Middle East, and the Far East.

ADAPTATIONS:

The teacher may use this material in a learning center format.

PROCEDURE:

To the teacher:

1. Make copies of the Student Activity Sheet and the Eastern Hemisphere map.

2. Give each student a copy of the activity sheet and the map.

3. Provide the students with colored pens or pencils.

4. Provide the students with sources containing Eastern Hemisphere maps.

5. Have the students complete the activities listed on the Student Activity Sheet.

6. Designate a place for the students to leave their completed work.

Evaluation and Comments on Activity:

Students: ____

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Teacher: ____

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Elementary Social Studies The Major Physical TITLE: Features of the Eastern Hemisphere	TOPIC: Geographic Skills	Student Activity Sheet Page 1	306-804

To the student: Put your name on a piece of paper and on the map of the Eastern Hemisphere. Find a map of the Eastern Hemisphere in an atlas, encyclopedia or social studies book. Complete the following activities:

A. The major land forms and regions of the Eastern Hemisphere are:

1. Asia
2. Africa
3. Australia
4. Europe
5. Far East
6. Middle East

Find these land forms and regions on the Eastern Hemisphere map. Use the map found to help you. Write the name of the land forms and regions on the correct locations on the Eastern Hemisphere map.

B. The major bodies of water surrounding the Eastern Hemisphere are listed below. Each body of water has been given a number. Find these bodies of water on the Eastern Hemisphere map. Use the map you found to help you. Write the numbers of the bodies of water on the correct locations on the Eastern Hemisphere map.

1. Atlantic Ocean
2. Barents Sea
3. Bering Sea
4. East China Sea
5. Indian Ocean
6. Mediterranean Sea
7. Pacific Ocean
8. South China Sea

Elementary Social Studies TITLE: The Major Physical Features of the Eastern Hemisphere	TOPIC: Geographic Skills	Student Activity Sheet Page 2	306-804

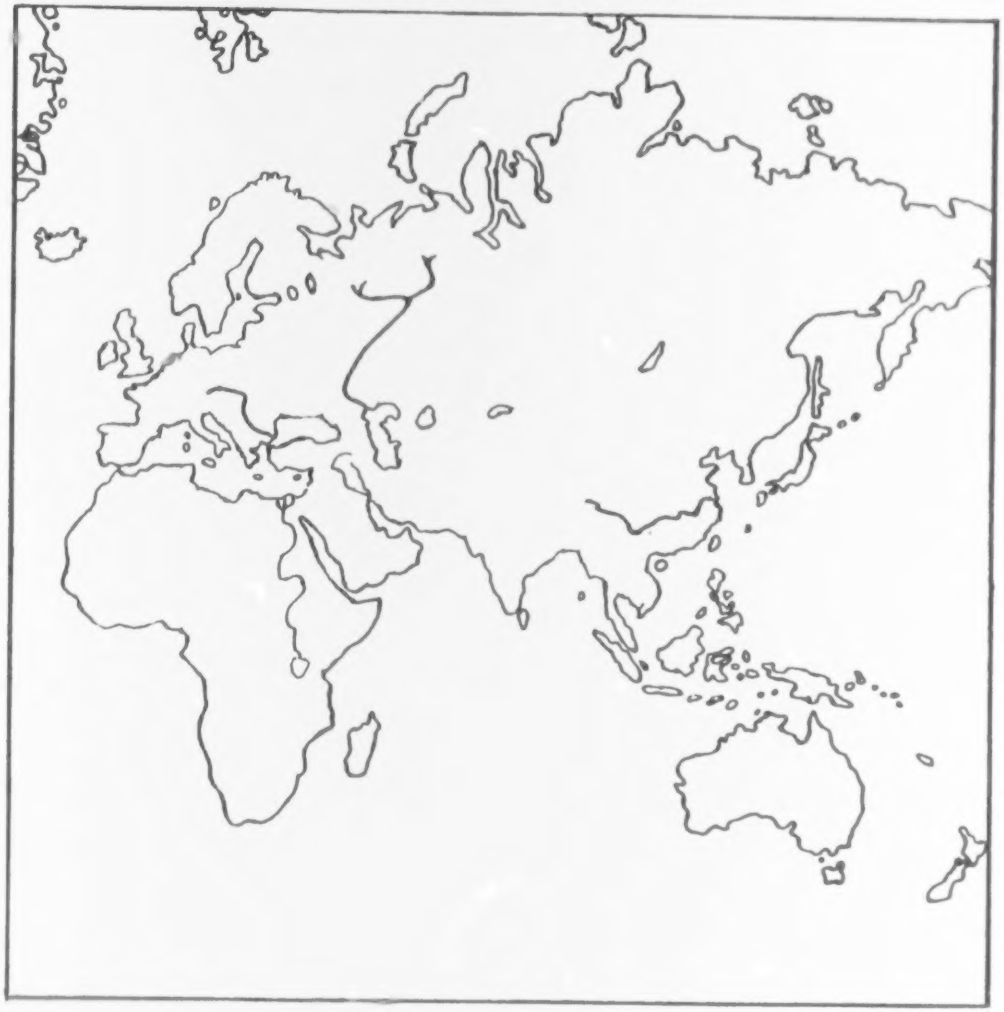
C. The most important rivers and lakes of the Eastern Hemisphere are listed below. Each river and lake has been assigned a letter. Find these rivers and lakes on the Eastern Hemisphere map. Use the map you found to help you. Write the letters of the rivers and lakes on the correct locations on the Eastern Hemisphere map. Trace over the rivers and lakes with a blue pen or pencil.

1. Black Sea
2. Danube River
3. Caspian Sea
4. Euphrates River
5. Lake Victoria
6. Nile River
7. Tigris River
8. Volga River
9. Yangtze River

D. The three most important mountain ranges in the Eastern Hemisphere are the Alps, the Atlas Mountains, and the Himilayan Mountains. Find these mountain ranges on the Eastern Hemisphere map. Use the map you found to help you. Use the symbol △ and a brown pen or pencil to draw these mountains on their correct locations on the Eastern Hemisphere map.

E. Put your work in the place set aside by your teacher.

EASTERN HEMISPHERE



ELEMENTARY - SOCIAL STUDIES GEOGRAPHIC SKILL INSTRUCTIONAL OBJECTIVE: 306-805

The students will locate the countries and their capitals in the eastern hemisphere on a map. (102)

Elementary Social Studies
TITLE: Eastern Hemisphere

TOPIC: Geographic Skills
TIME SEGMENT: 1 - 2 hours

306-805 (102)
D

INSTRUCTIONAL OBJECTIVE:

The students will locate the countries and their capitals in the eastern hemisphere on a map.

MATERIALS:

Student Information Sheet
Student Activity Sheet Pages 1,2
Maps of Asia, Europe, and Africa
(Masters included)
Encyclopedias, social studies, books, and other sources containing maps of Asia, Europe and Africa.

EVALUATION:

The students will successfully locate the countries and capitals listed on the activity sheet on the maps provided.

ADAPTATIONS:

The teacher may use this material in a learning center format.
The teacher may allow the students to work in pairs to complete the activities.

PROCEDURE:

To the teacher:

1. Make copies of the Student Information Sheet, Student Activity Sheet, and the map of Asia, Europe, and Africa.

2. Provide each student with a copy of the information sheet, activity sheet, and the maps.

3. Provide the students with encyclopedias, social studies books and other sources containing maps of Asia, Europe, and Africa.

4. Have the students complete the activities listed on the Student Activity Sheet.

5. Provide a place for the students to put their completed work.

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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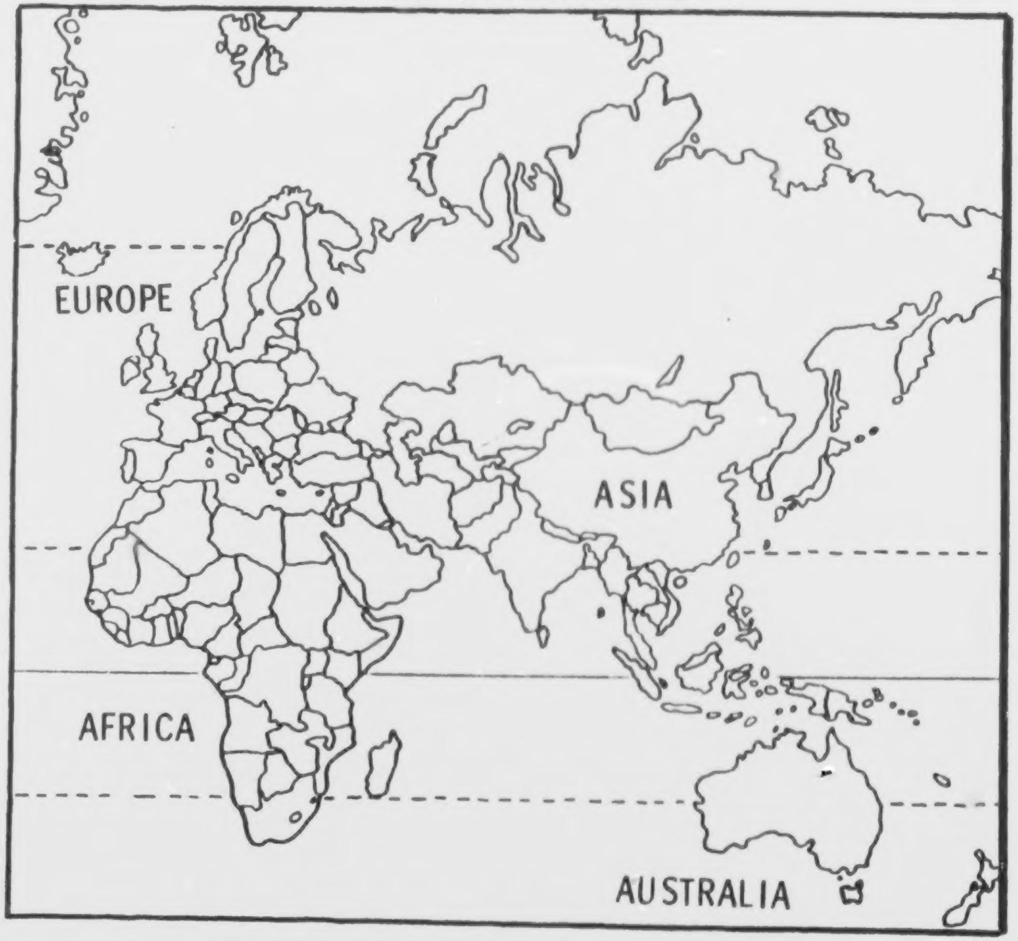
Elementary Social Studies TITLE: Eastern Hemisphere	TOPIC: Geographic Skills	Student Information Sheet	306-805 (102)

EASTERN HEMISPHERE



The Eastern Hemisphere includes four of the world's continents. These continents are Europe, Africa, Asia, and Australia. There are 126 countries in the Eastern Hemisphere with 3,733,480,000 people. The land area of this hemisphere contains 45,748,200 sq. miles. The world's longest river, the Nile, and the world's highest mountain, Mt. Everest, are in the Eastern Hemisphere. The Eastern Hemisphere is located between 20° West Longitude and 160° East Longitude.

Elementary Social Studies TITLE: Eastern Hemisphere	TOPIC: Geographic Skills	Student Activity Sheet Page 1	306-805 (102)

Instructions: Read the Student Information Sheet. Put your name on the maps of Europe, Asia, and Africa. Find maps of Europe, Asia, and Africa in encyclopedias or other social studies books. Complete the following activities:

EUROPE

For these activities you will need your copy of the map of Europe and also a map of Europe from an encyclopedia or social studies book.

1. The smallest countries in Europe are Vatican City, Monaco, San Marino, Liechtenstein, Malta, Andorra, and Luxembourg. All of these countries have areas of less than 1,000 sq. miles. Using the map from the encyclopedia or textbook, locate these small countries and color them on your copy of the map of Europe.

2. The largest countries in Europe are Russia, France, Spain, Sweden, Finland, Italy, Norway, and Poland. All of these countries have areas greater than 100,000 sq. miles. Using the map from the encyclopedia or textbook, find the capitol of each of these large countries. Place a star on your copy of the map at the location of each of these capitols.

ASIA

For these activities, you will need your personal copy of the map of Asia and the map of Asia you have found in an encyclopedia or social studies book.

1. The smallest countries in Asia are Bahrain, Maldives, Singapore, Cyprus, Lebanon, Quator, Israel, and Kuwait. All of these countries have areas of less than 10,000 sq. miles. Using the map from the encyclopedia or textbook, find these small countries and color them on your copy of the map of Asia.

2. China, India, Indonesia, and Japan have great numbers of people living within their borders. Each of these countries have populations of over 100,000,000. Using the map from the encyclopedia or textbook, find the capitol of each of these heavily populated countries. Place a star on your copy of the map of Asia at the location of each of these capitols.

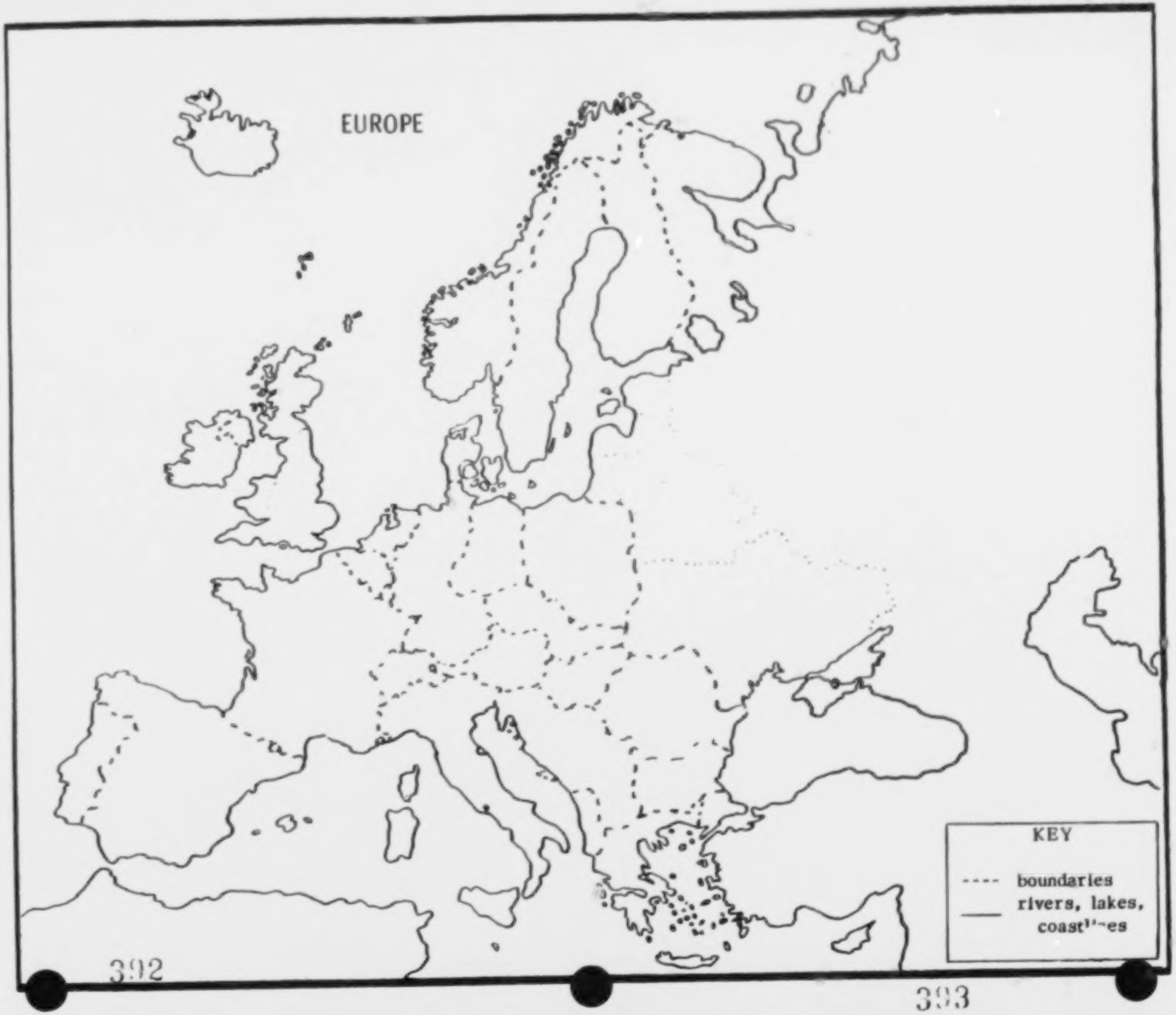
AFRICA

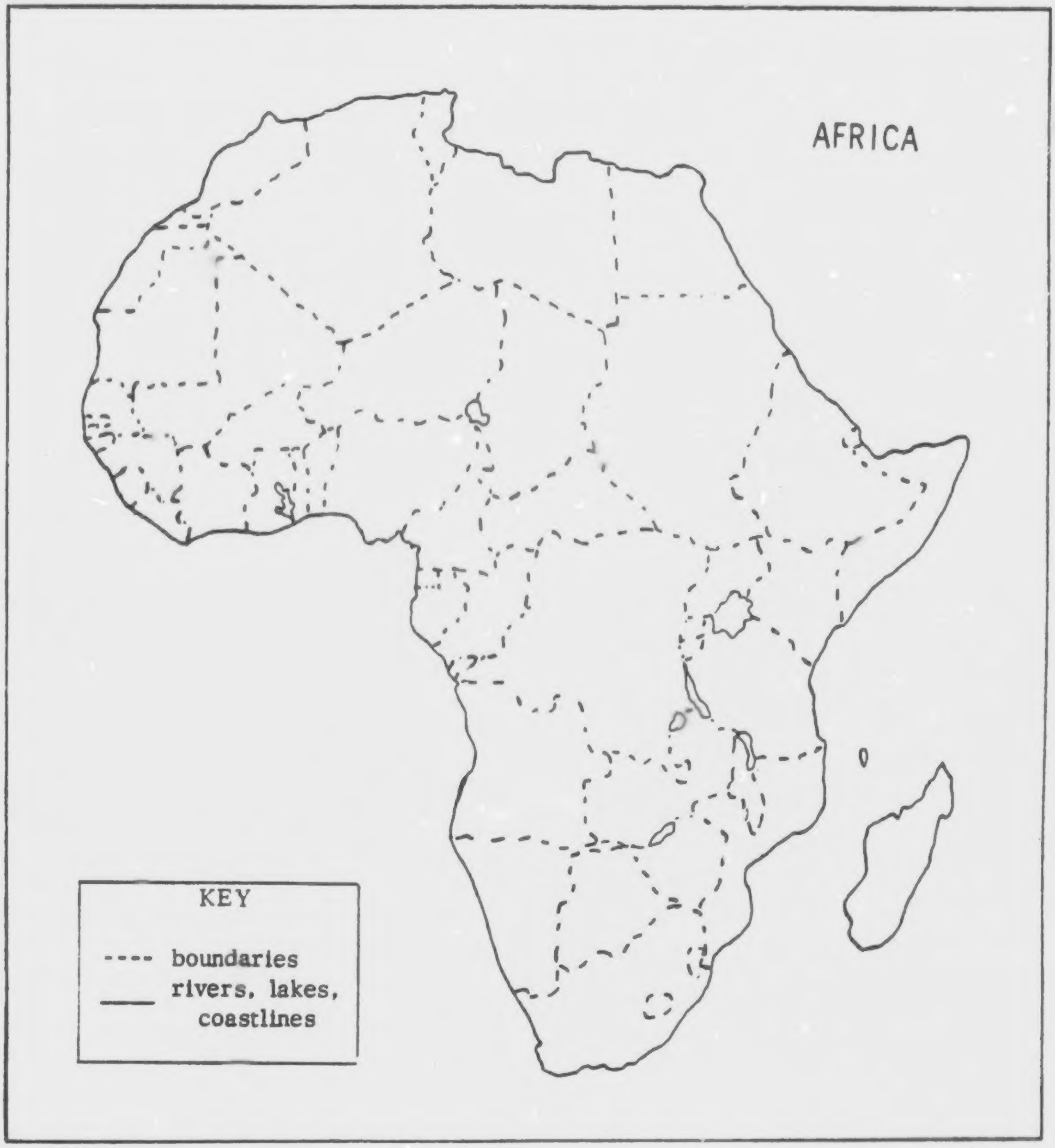
For these activities, you will need your personal copy of the map of Africa and the map of Africa you found in the encyclopedia or social studies book.

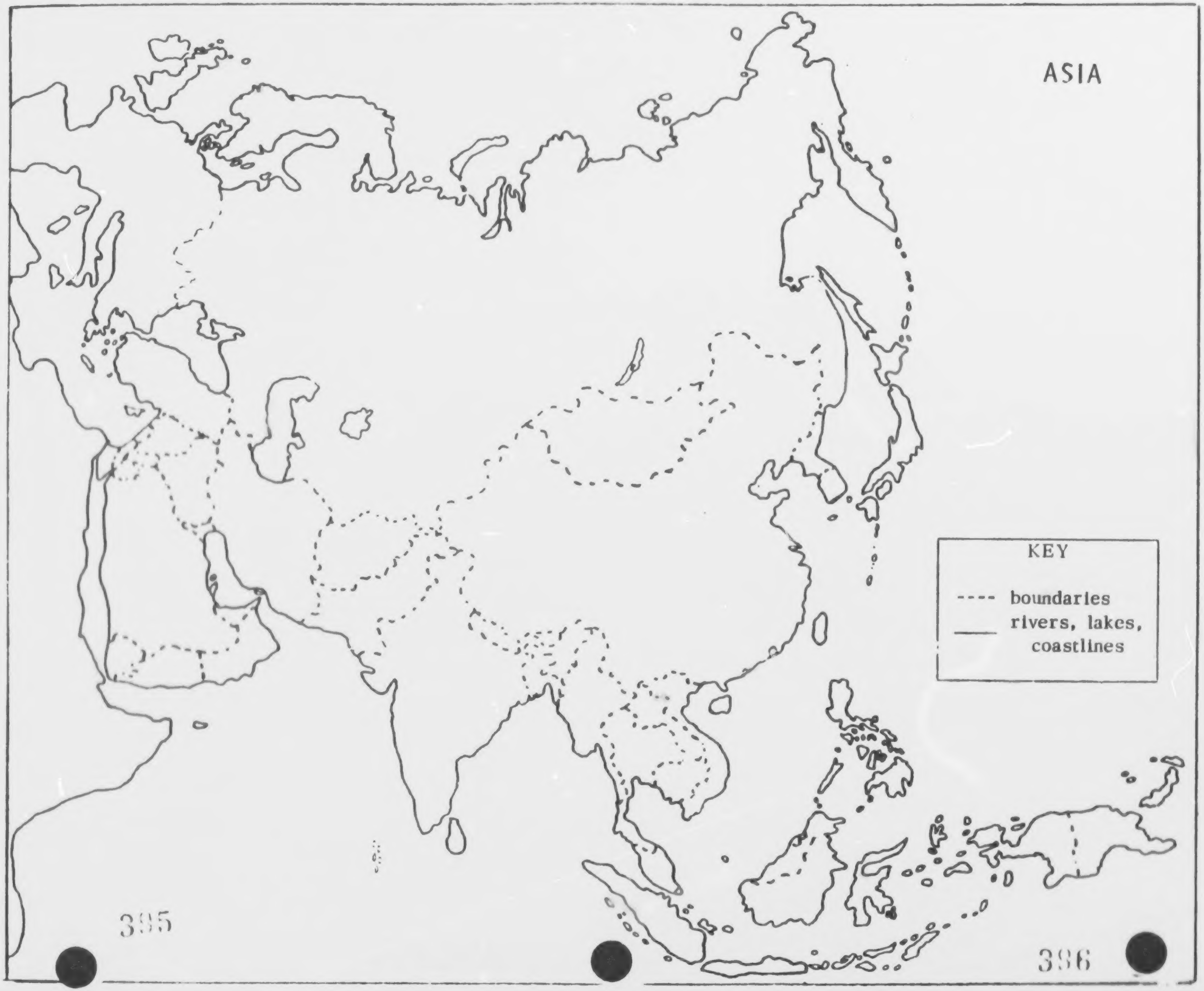
1. Large portions of Africa are hot and dry. Egypt, Algeria, Sudan, Western Sahara, Libya, Mauritania, Chad, Morocco, Nambia, Niger, and Tunisia have large deserts and semi arid areas. Using the map from the encyclopedia or textbook, find these hot countries. Color them brown on your copy of the map of Asia.

2. Many countries of Africa have tropical rain forests. Angola, Central African Empre, Zaire, Gabon, Zambia, Cameroon, Nigeria, Congo, Tanzarria, and Cabinda have large tropical rain forests. Find these countries on the map of Asia. On your copy of the map of Asia, color these countries green.

Place your completed maps in the place assigned by your teacher.


EUROPE
KEY
boundaries
rivers, lakes,
coastlines


AFRICA
KEY
---- boundaries
—— rivers, lakes, coastlines


ASIA
KEY
---- boundaries
—— rivers, lakes, coastlines

ELEMENTARY - SOCIAL STUDIES GEOGRAPHIC SKILL INSTRUCTIONAL OBJECTIVE: 306-806

The students will measure and compare air, land, and water routes between places studied. (106)

Elementary Social Studies

TITLE: Air, Land, and Water Points

TOPIC: Geographic Skills

TIME SEGMENT: 1 - 2 hours

306-806

D

INSTRUCTIONAL OBJECTIVE:

The students will measure and compare air, land, and water routes between places studied.

MATERIALS:

Student Information Sheet
Student Activity Sheet
Map
Resource materials

EVALUATION:

The students will be able to use charts and maps to measure air, land, and water mileage.

ADAPTATIONS:

PROCEDURE:

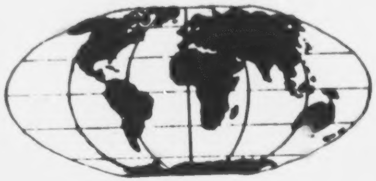
To the teacher:

1. Provide a map so students can complete the second question on the Student Activity Sheet.

2. Be sure students can properly read the mileage charts included on the Student Activity Sheet.

3. Have students complete the activities.

4. Ask students why one form of travel could be so many miles shorter than another. Discuss the completed activities with the students.



Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Elementary Social Studies TITLE: Air, Land, and Water Points	TOPIC: Geographic Skills	Student Information Sheet	306-806

Many maps have mileage charts. These help you know how many miles there are between two places. The two charts below show railroad and air mileage between cities. To read these charts, find a city in the left column. Then find a city in the top column. Follow across the chart to the point where the two columns meet. That number is the miles between the two cities. For example, on the air travel chart, find Atlanta, Georgia, and San Francisco, California. Follow the two columns until they meet. You'll see that there are 2,139 miles between those two cities.

RAILROAD TRAVEL	Wichita, KN	Washington, D. C.	Seattle, WA	San Francisco, CA	Salt Lake City, UT
Albuquerque, NM	721	2,047	2,031	1,209	985
Amarillo, TX	347	1,690	2,019	1,537	973
Atlanta, GA	986	638	2,824	2,718	2,051
Billings, MT	1,236	2,043	903	1,418	669
Birmingham, AL	819	761	2,691	2,551	1,906
Boston, MA	1,681	454	3,159	3,281	2,532
Chicago, IL	663	764	2,141	2,263	1,514

AIR TRAVEL	Wichita, KN	Washington, D. C.	Seattle, WA	San Francisco, CA	Salt Lake City, UT
Albuquerque, NM	549	1,653	1,184	896	484
Amarillo, TX	304	1,391	1,359	1,157	668
Atlanta, GA	776	543	2,182	2,139	1,583
Billings, MT	801	1,669	668	904	387
Birmingham, AL	658	661	2,082	2,013	1,466
Boston, MA	1,424	393	2,493	2,699	2,099
Chicago, IL	591	597	1,737	1,858	1,260

Elementary Social Studies TITLE: Air, Land, and Water Points	TOPIC: Geographic Skills	Student Activity Sheet	306-806

To the student:

1. Look at the two charts on the information sheet. Find the air and railroad mileage between these cities. Write each down under the correct column. How much shorter is air travel between each of these cities?

	Railroad	Air	Difference
Albuquerque and Washington, D.C.			
Amarillo and Salt Lake City			
Atlanta and Seattle			
Billings and Washington, D.C.			
Birmingham and Salt Lake City			
Boston and Wichita			
Chicago and San Francisco			

2. Look on the map provided by your teacher. Measure the water route between San Francisco and Honolulu, Hawaii. Measure the route between Seattle, Washington, and Vancouver, British Columbia. Find an air chart or call an airline. Find out the air mileage between the same cities. Is air or water the shorter route?

The students will identify the approximate distance between major lines of latitude (1° of latitude = 70 miles) and longitude (1° of longitude = 70 miles at equator and 1° = 0 miles at the poles). (102)

Elementary Social Studies

TITLE: Latitude, Longitude, and Meridian

TOPIC: Geographic Skills

TIME SEGMENT: 1 class period

306-807
306-812

D

INSTRUCTIONAL OBJECTIVE:

The students will identify the approximate distance between major lines of latitude (1° of latitude = 70 miles) and longitude (1° of longitude = 70 miles at equator, and 1° = 0 miles at the poles.)

The students will explain the division of the globe into 360°.

MATERIALS:

Student Activity Sheets Pages 1-3
(Masters included)
Writing paper with lines

EVALUATION:

Students will do a paper following instructions and play the game using longitudes and latitudes. Students will answer questions orally or written.

ADAPTATIONS:

Students can do optional problems at the end of the Student Information Activity Sheet.

PROCEDURE:

To the teacher:

1. Teacher will decide whether students are to work with a partner or in a small group.

2. If optional questions are to be worked with, teacher must identify how that will be done.

3. Students will work with the Student Activity Sheets and complete the assignments given.

4. The students should have access to the sample map included in this unit.

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Elementary Social Studies TITLE: Latitude, Longitude, and Meridian	TOPIC: Geographic Skills	Student Activity Sheet Page 1	306-807 306-812

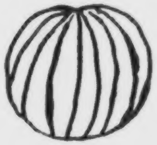
To the student:

Each student must have a piece of regular lined writing paper. Laying your paper with the long edge at the top of your desk, mark that part north, mark the bottom of the paper south. (The lines of the paper should be running north and south.) Mark the right side of the paper east and the left side of the paper west. Fold the paper in half north and south. Crease it, then open it, and draw a heavy line on the crease. Mark that line prime meridian.

Fold your paper in half east and west. Crease it. Open the paper and make a heavy line along the crease. Mark that line equator. On your paper put a (+) north of the equator and a (-) south of the equator. Next put a 0° at the top (north) of the prime meridian line then skip one line of the writing paper going west and on the next line write 30°. Skip a line and on the next line write 60°. Skip a line and on the next line write 90°. Skip a line and on the next line write 120°. Skip another line and write 160°. Skip another line and write 180°.

Mark the meridian the same way going east. Skip a line and on the next line write 30° and so on.

You have now marked lines running north and south. On a world map or globe the north and south lines are called meridians. Mapmakers like to think of the earth as a huge globe with lines going from north to south (Something like wrapping a string around an orange from stem side to the bottom as many times as you can.) Meridians are the principal lines of longitude on maps. The lines going north and and south on your paper represent longitude.



There are 360 imaginary lines around the earth making it in a sphere. These lines (longitude lines) help locate people, places, and things on the earth. Navigators can find which line they are near by angles, thus telling their location.

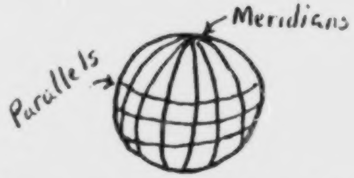
Beginning at the prime meridian going west, there are 180 degrees. This is called the Western Hemisphere. From the prime meridian going east there are 180 degrees. That makes the Eastern Hemisphere. If you were to connect your paper at the 180 marks, you would have 360° around your paper.

The longitude lines are equal distance apart at the equator (approximately 70 land miles) but as they get farther north and south they get closer together until they reach the north and south pole where they touch.

On your paper measure 3/4 inch up (north) from the equator then draw a line from east to west on your paper. On the east side of that line, write 20. Measure about 3/4 inch up from the 20 line and draw another line from east to west, then write 40 on that line. Measure from the 40 line up another 3/4 inch, draw a line across from east to west and mark it 60.

Now work on the south or (-) side of the equator. Measure from the equator down about 3/4 inch, draw a line across from east to west and mark it 20. Continue working south as you did north.

The lines you have made going east and west are parallel to the equator. On a map or globe they are called parallels and have been given the name latitude. If you were to cut the orange straight across the meridian lines, you would have the parallels - latitudes.



The latitude lines are equal distance from each other. They are approximately 70 land miles from each other. Between the 0 and 20 on your paper there would be 20 imaginary lines indicating latitudes if it were representing a map. How many miles would that represent?

The longitude and latitude lines are placed on maps and globes in order to locate people, places, and things on this earth.

Use your paper.

Do not let your partner see your paper. Mark three spots anywhere on your paper. Take turns asking questions in order to locate each other's spots. Questions can only be answered yes or no. Example: "Are you at 20° north latitude and 150° east longitude?" If the answer is no, you might like to mark your own paper "no" in that spot so that area is eliminated. Each time you locate one of your partner's spots you get 70 points. The first to get 210 points wins the game.

Answer the following orally or on paper as your teacher instructs you to do.

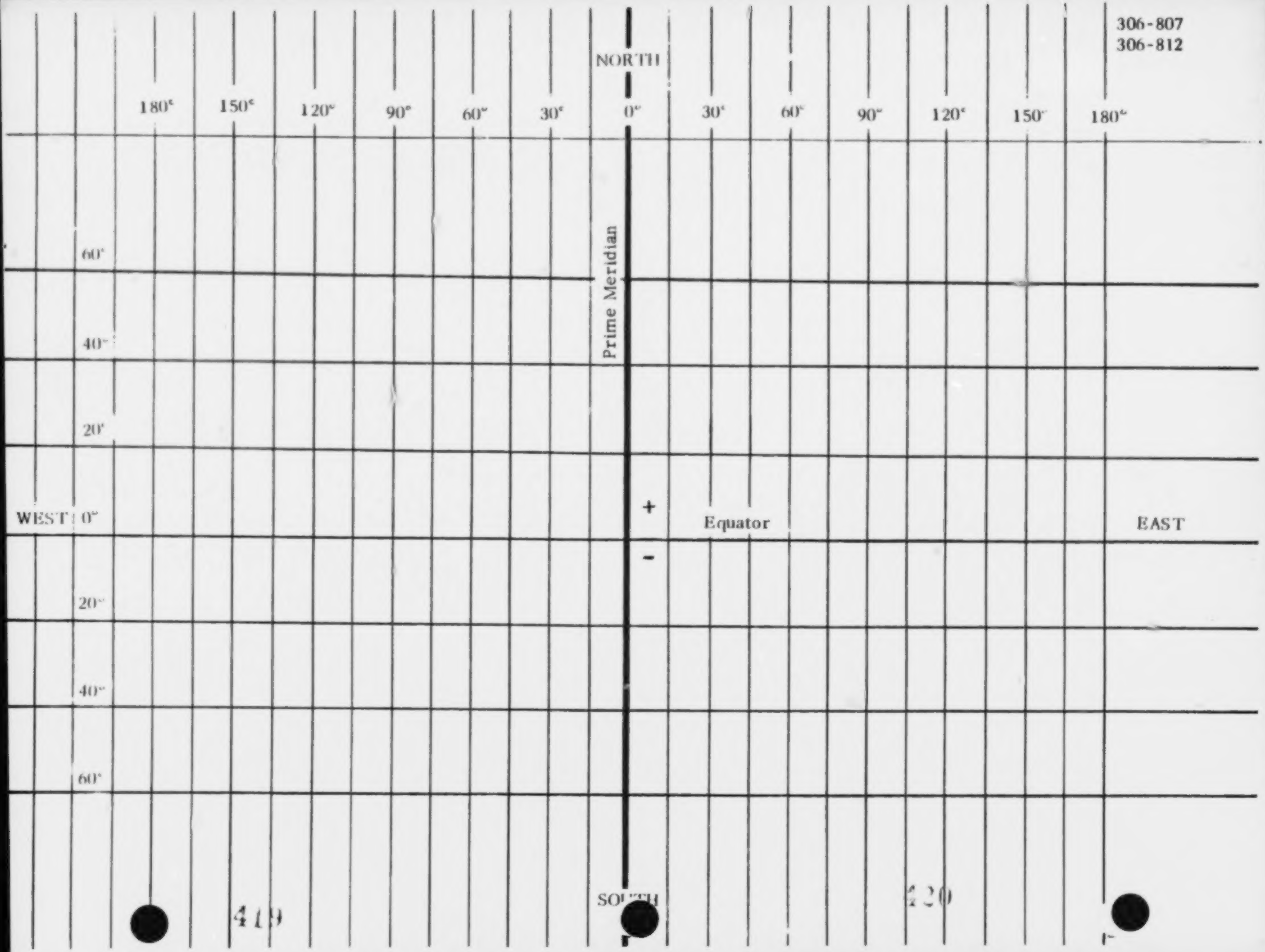
1. a. What does the latitude on a map represent?
   b. What is the distance between latitudes?

2. a. What does a longitude line on a map or globe represent?
   b. How many degrees are there around the world? (longitude)
   c. What is the approximate distance between longitudes at the equator, at the north and south poles?

3. Locate longitude and latitude lines on a map and/or globe.
   Adaptations. Find out on your own:

   a. How or when did the system of longitudes and latitudes begin?
   b. How do sailors, pilots, explorers, and others use this system of location? How is it used in map making?
   c. How do meridians help tell time of the day?
   d. How close are the meridians where you live, 500 miles south of where you live, 500 miles north of where you live?

306-807
306-812


NORTH
180°
150°
120°
90°
60°
30°
0°
30°
60°
90°
120°
150°
180°
Prime Meridian
60°
40°
20°
WEST 0°
+
Equator
EAST
-
20°
40°
60°
SOUTH

The students will compare, on different maps, the various uses for the same kinds of symbols, such as line and dots. (104)

Elementary Social Studies
TITLE: Using Symbols

TOPIC: Geographic Skills
TIME SEGMENT: 20 to 30 minutes

306-808 (104)
306-810
D

INSTRUCTIONAL OBJECTIVE:

The students will compare, on different maps, the various uses for the same kinds of symbols, such as lines and dots.

The students will decode maps through the use of map keys.

MATERIALS:
Student Activity Sheet
Resource materials

EVALUATION:

The student will be able to identify various map symbols and to decode a given map.

ADAPTATIONS:

The teacher may adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Explain map symbols to the students. Show them a sample map and explain the use of the symbols.

2. Read through the activity sheet and discuss it.

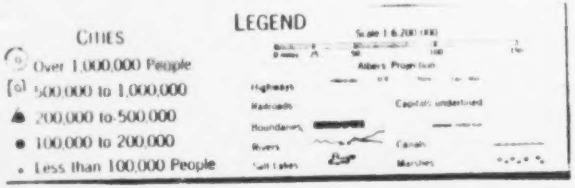
3. Have students bring Utah highway maps or provide maps for them.

4. Have the student complete the activities.

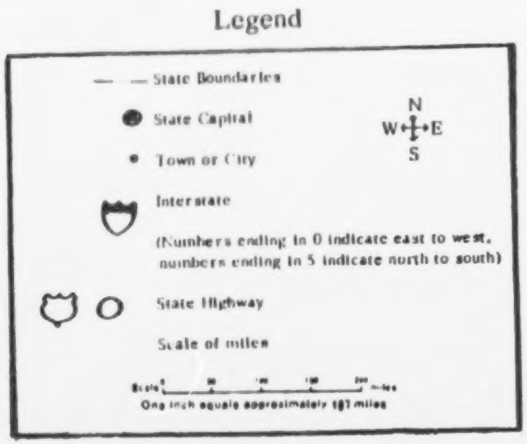
Elementary Social Studies TITLE: Using Symbols	TOPIC: Geographic Skills	Student Activity Sheet	306-808 (104) 306-810

To the student:

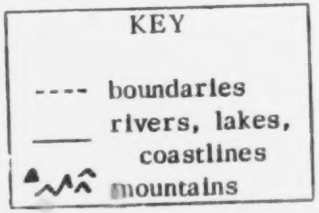
1. Look at the following symbol charts. Notice the differences between various symbols.



LEGEND
CITIES
Over 1,000,000 People
500,000 to 1,000,000
200,000 to 500,000
100,000 to 200,000
Less than 100,000 People
Albers Projection
Highways
Railroads
Capitals underlined
Boundaries
Rivers
Canals
Salt Lakes
Marshes



Legend
State Boundaries
State Capital
Town or City
N
W
E
S
Interstate
(Numbers ending in 0 indicate east to west, numbers ending in 5 indicate north to south)
State Highway
Scale of miles
Scale
miles



KEY
---- boundaries
rivers, lakes, coastlines
mountains

2. Study several different maps in your textbook and/or an atlas. Look at the keys. Notice the many different symbols that are used to represent things like county seats, state capitals, boundaries, etc. Choose three symbols and describe the different ways they are represented from map to map.

3. Look at the Utah highway map. Using the key, choose three of the symbols and identify five specific places on your map representing that symbol. Write them on your paper.

4. Put your paper in the place designated by your teacher.

The students will explain relief on a map or globe as it is shown by merged colors, shading, contours, and hachures. (103)

Elementary Social Studies
TITLE: Relief Maps

TOPIC: Geography
TIME SEGMENT: 1 class period

306-809(103)

D

INSTRUCTIONAL OBJECTIVE:

The student will explain relief on a map or globe as is shown by merged colors, shading, contours, and hachures.

MATERIALS:

Student Information Sheet
Student Activity Sheet
Resource materials containing
  a variety of relief maps such as atlases, history books, encyclopedias, world globes, etc.

EVALUATION:

Students will use all four techniques to show relief on a map.

ADAPTATIONS:

Students can get elevations and make an accurate relief map.

PROCEDURE:

To the teacher:

1. Discuss with students whether they are to work in small groups, with partners, or alone.
2. Location and management of the resource materials should be discussed.
3. The way the finished maps are to be displayed should be identified.
4. Students will use the Student Information Sheet.
5. Students will do activity on the Student Activity Sheet.

NOTE: The vocabulary used in the activity sheet may need to be defined.

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Elementary Social Studies TITLE: Relief Maps	TOPIC: Geography	Student Information Sheet	306-809(103)

If you were going to do some back-packing in the mountains, build a new home, plan a new golf course, build a new city, or other type of construction, you would need to know what the land is like, rugged, flat, or rolling. It might be possible to obtain a relief map of the area you choose. This type of a map would give you the elevations of the land surface. If you were unable to get a map, it would be advisable to have a survey team go to the site, get the different elevations, and then make a relief map. From this map you could decide how to use the land or change it if necessary.

The following are description of four types of relief maps.

1. Merging Colors - This is when there is a gradual blending or fusion of colors to show different elevations. Color used on maps improve readability. At a glance, it is possible to see if it is lowland or highland. There should be a color key on the map indicating the approximate elevation the color represents.

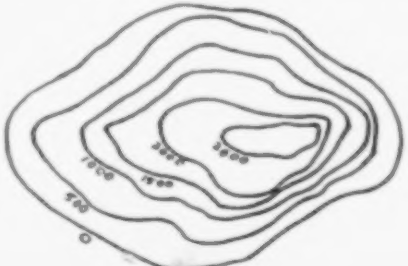
Example:

5,000 - 10,000 ft.	-orange
2,000 - 5,000 ft.	-light orange
1,000 - 2,000 ft.	-yellow
500 - 1,000 ft.	-light green
sea level - 50 ft.	-dark green
land below sea level	-white
water	-blue

As you look at the map, you would be aware of steep areas or flat areas by the way the colors are merged.

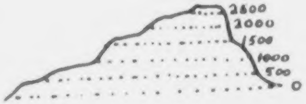
2. Contour Maps - Contour is a line representing a curving or irregular form. A contour line represents a specific elevation. The closer together the lines are, the steeper the slope.

Example:



The line represents the same elevation identified regardless of where it goes.

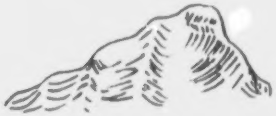
Example:

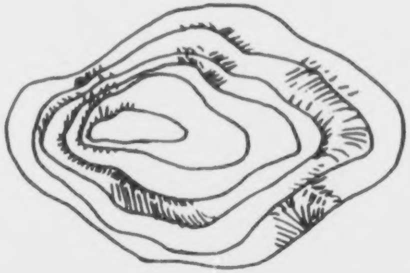


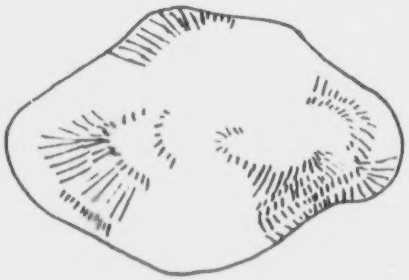
3. Shading - Shading is the filling up within outlines to get an effect of more or less darkness which could indicate steepness, gentle slope, or flat lands. The color between the contour lines indicates the elevation, but the way the shading occures within that elevation indicates the ruggedness of the land. One area may appear high and rugged, and one area may appear low and flat. Relief shading can be used in the water areas as well as land areas.

4. Hachures - Hachures can be used in conjunction with contour lines, or they can be used by themselves. They are short lines used for shading and denoting surfaces in relief and are generally drawn in the direction of a slope.

Examples:







This gives a visual impression of the ruggedness or steepness of the slopes.

Elementary Social Studies TITLE: Relief Maps	TOPIC: Geography	Student Activity Sheet	306-809(103)

To the student:

1. Locate a sample of each type of relief map. They might be found in geographical books, atlases, encyclopedias, on world globes, as well as in history books.

   Identify the type of relief map used, source of information, and the part of the earth it represents. Describe the type of land in that area. (This may be done by a group discussion or as a written assignment.)

   Example: 1. merging colors - Denoyer-Geppert. The World. Page 25. North American Continent. There are high mountain areas going north and south. Areas in the middle appear to be flat lands and then another mountain range along the east coast.

2. Choose one or more ways to make your own relief map. Indicate some areas which are steep and rugged as well as other areas with gentle slopes and flat lands. Use color if doing the merged color technique or the relief shading. Lable your relief map as to the type you used. Display your map in the area designated by your teacher.

3. Observe the other maps on display. Identify the relief techniques used. Discuss as a group, or list them on note paper as determined by your teacher.

Extended Activity:

Obtain some elevations. Make a contour map to show relief. From the same elevations, make additional maps, using merged colors, relief shading, and hachures.

ELEMENTARY - SOCIAL STUDIES GEOGRAPHIC SKILL INSTRUCTIONAL OBJECTIVE: 306-810
(SEE: 808-306)

The students will decode maps through the use of map keys.
(104)

The students will use various types of graphs to understand geographic data. (105)

Elementary Social Studies

TITLE: Graphs

TOPIC: Geographic Skills

TIME SEGMENT: 1 class period

306-811

D

INSTRUCTIONAL OBJECTIVE:

The students will use various types of graphs to understand geographic data.

MATERIALS:

Student Information Sheet
Student Activity Sheet
Resource materials

EVALUATION:

The students will be able to use various types of graphs.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Read through the information sheet with the students. Be sure they understand what a graph is and how to read it.
2. Provide necessary resource materials so students can complete the activity.

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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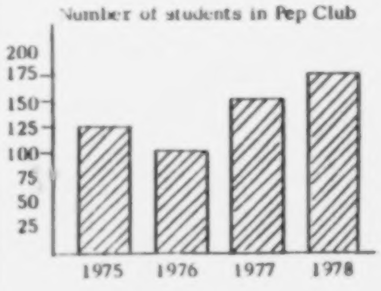
Elementary Social Studies TITLE: Graphs	TOPIC: Geographic Skills	Student Information Sheet	306-811

Graphs can be put to use in many ways. People in business use graphs to show how they are doing, and how they have done. Graphs are used in books and reports to prove a point or to make things clear. You can use graphs for school reports or to keep track of things you do.

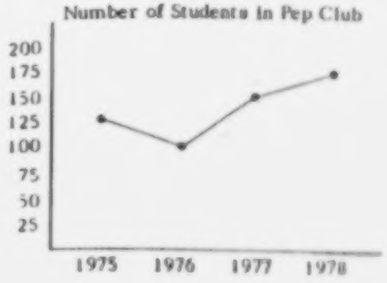
Even though graphs are useful, some kinds of information can't be displayed on graphs. Graphs are used to compare. If you decide to use a graph, be sure you want to compare things. You would not make a graph showing just one thing, unless you used a factor, such as time, to show comparison.

Here is an example: Ralph wanted to make a graph. He wanted to show how many cars were made in one month. Would this be appropriate for a graph? The answer is no. Ralph was not comparing things. How could Ralph change his plan so he could construct a graph? Write some ideas on your paper. Share your ideas with your teacher.

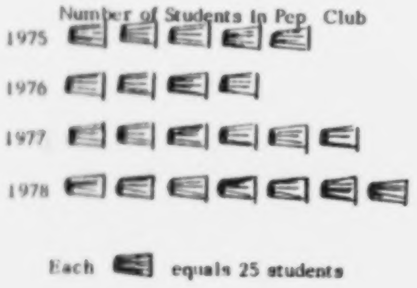
There are different kinds of graphs. Each graph is used in making certain kinds of comparisons. Bar graphs and line graphs can show most comparisons. They are used for showing changes between groups and changes in the same group. Picture graphs are used for showing number comparisons of the same thing. Circle graphs or pie graphs can show how parts of a whole thing relate to each other. They can be used to show how money is spent, or how time is used. They are used to show how the parts are a percentage of the whole thing.



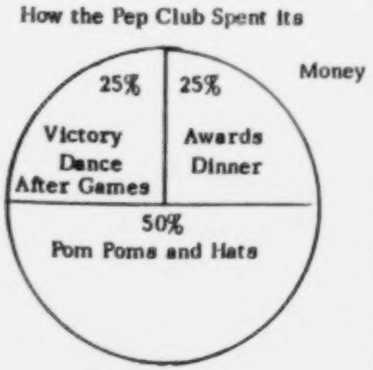
Bar Graph



Line Graph



Picture Graph



Circle Graph

Elementary Social Studies TITLE: Graphs	TOPIC: Geographic Skills	Student Activity Sheet	306-811

To the student:

1. Read the information about graphs.
2. In your textbook or other resource find a graph showing social studies information.
3. Write at least five questions for another student to answer using the graph for information.
4. Prepare an answer key for other students to check their work.
5. Turn your work in to your teacher to look over.

The students will explain the division of the globe into 360°. (103)

The students will explain leap year and the time involved in the earth's revolution. (103)

ELEMENTARY - SOCIAL STUDIES GEOGRAPHIC SKILL INSTRUCTIONAL OBJECTIVE: 306-814

(SEE: 306-813)

The students will explain what causes seasons. (103)

Elementary Social Studies

TITLE: Leap Year and the Seasons

TOPIC: Geographic Skills

TIME SEGMENT: 1 class period

306-813, 814 (103)

D

INSTRUCTIONAL OBJECTIVE:

The students will explain leap year and the time involved in the earth's revolution. The student will explain what causes seasons.

MATERIALS:

Student Activity Sheet
(Master included)
Resource materials

EVALUATION:

The student will be able to correctly explain what causes the seasons, define leap year and revolution as it refers to the earth.

ADAPTATIONS:

The teacher should feel free to adapt this activity to the needs of the class.

PROCEDURE:

To the teacher:

1. Duplicate enough of Student Activity Sheets for the students participating in the activity.

2. Define revolution and rotation as they apply to the earth.

3. Show students either a picture in a textbook or other book of a graphic representation of how the earth is tilted and how it revolves around the sun.

4. Have students read the information sheet and complete the activity.

5. Provide them with necessary resource materials.

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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Elementary Social Studies TITLE: Leap Year and the Seasons	TOPIC: Geographic Skills	Student Activity Sheet	306-813, 814 (103)

People learned centuries ago to watch the sun for signs of the seasons. In the Northern Hemisphere the noon sun is at its highest point in the sky near June 22. It is lowest about December 22. Close to March 21 and September 23 it's at mid-level. When the sun is at its highest, the days are longer. At the mid-way point the days are short.

The sun's changed position during the year is caused as the earth revolves and rotates. Every year the earth revolves around the sun once. Every day the earth rotates on its own axis. The earth's axis is tipped about 23 1/2 degrees from a vertical position. This means in June the Northern Hemisphere, where we live, is tipped toward the sun. The Southern Hemisphere is tilted away from the sun. In December the opposite is true. In March and September both hemispheres have equal sun hitting them.

These motions of the earth cause the seasons. When days are long, the earth absorbs more sunlight and heat and summer comes. The opposite is true in winter. The Southern Hemisphere has summer in December and winter in June. The equator has no real seasons at all.

The earth revolves around the sun every 365 1/4 days per year. Since there can't be one-fourth day, every four years another day is added. This day is February 29. When there's an extra day, that year is called Leap Year.

Do one of the following:

1. Draw a chart to show the positions of the earth and sun at each season.
2. Do a 1 page report about the revolution and rotation of the earth.
3. After you complete the activity, put your paper in the place designated by your teacher.

The students will compare trade and travel routes of areas studied. (103)

Elementary Social Studies

TITLE: Trade and Travel Routes

TOPIC: Geographic Skills

TIME SEGMENT: 1 class period

306-815

D

INSTRUCTIONAL OBJECTIVE:

The students will compare trade and travel routes of areas studied.

MATERIALS:

Student Activity Sheet
(Master included)
Maps recently studied to be marked
Colored pencils, crayons, or markers

EVALUATION:

Students will compare trade and travel routes by completing a comparison form and by comparing their findings with other students.

ADAPTATIONS:

PROCEDURE:

To the teacher:

1. Identify the map to be used and have copies for your students.
2. Identify when students are to work alone and when they will work in small groups. Also identify where information will be turned in.
3. Students will work with the Student Activity Sheet.

Evaluation and Comments on Activity:

Students: ______________________________

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Teacher: ______________________________

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Elementary Social Studies TITLE: Trade and Travel Routes	TOPIC: Geographic Skills	Student Activity Sheet	306-815

To the student:

1. Use these definitions or locate your own definitions. Work with a map of an area you have recently studied. The map is to be marked.

   trader - a person whose business is buying and selling; a merchant
   trade routes - a route followed by traders; one of the sea lanes ordinarily used by merchant ships
   travel - The act of traveling, passage, journey, trip

2. Identify the kinds of goods, such as food, automobiles, books, clothing, etc., that might be shipped into or out of the area. From where do these goods come? Where do these goods go? What kinds of transportation is needed to get the goods to their destination?

   Locate on your map the trade routes that might be taken to ship goods. Mark the routes with one color of pencil, crayon, or marker using the following key:

   solid line ____________ = roads   cross line ┼┼┼┼┼┼┼┼ = railroads   broken line ---------- = air

3. Use the same map. People might be traveling into the area and people might be traveling out of the area. What routes might they take? What forms of transportation might they use? Mark travel routes on your map. Use a pencil, crayon, or marker that is a different color than the one showing the trade routes. Use the same key used in marking the trade routes.

4. Make a comparison form similar to the one below. Choose three or more travel routes and trade routes. Fill in the information asked for. Compare your findings with other students in the class.

	Travel Routes	Trade Routes
Beginning of Routes	1. 2. 3.	1. 2. 3.
End of Routes	1. 2. 3.	1. 2. 3.
Areas where Routes Meet	1. 2. 3.	1. 2. 3.
Areas where Routes are together	1. 2. 3.	1. 2. 3.

ELEMENTARY - SOCIAL STUDIES GEOGRAPHIC SKILL INSTRUCTIONAL OBJECTIVE: 306-816

The students will explain how to use all parts of an Atlas. (115)

Elementary Social Studies

TITLE: The Atlas

TOPIC: Geographic Skills

TIME SEGMENT: 1 class period

306-816

D

INSTRUCTIONAL OBJECTIVE:

The students will explain how to use all parts of an atlas.

MATERIALS:

Student Information Sheet
Student Activity Sheet
Several atlases

EVALUATION:

The student will be able to use all parts of an atlas as demonstrated by their successful completion of the given activities.

ADAPTATIONS:

This activity could be put in a learning center.

PROCEDURE:

To the teacher:

1. Provide several atlases for the group.
2. Show the class the different parts of an an atlas. Review with them the different kinds of information an atlas can provide.
3. Have students read the information sheet.
4. Assign the activities either as individual or small group assignments.

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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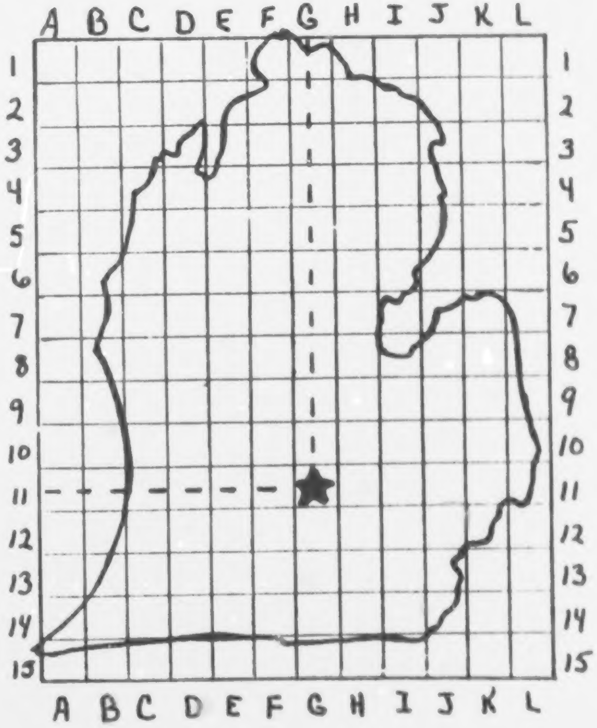
Elementary Social Studies TITLE: The Atlas	TOPIC: Geographic Skills	Student Information Sheet	306-816

You may have noticed a world atlas in your home or school. Have you had a chance to look at it? You will be surprised at what you find inside the book. You will find that the atlas has facts about the whole world. The book has maps, but it also has facts about stars and tides. It has facts about people in the world. The atlas answers such questions as how many people live where. It answers what work people do. It tells where wind and water currents go.

You will find lists in the atlas to help you use it. The contents page helps you know what is in the book. A list of maps will tell you which maps are included. There are pages with lists of abbreviations. An index at the back of the book is a big help. The index tells how to find a place on a map.

Turn to the index part of the atlas. All the cities are listed in alphabetical order. Find Lansing, Michigan. If the last number on the line is 92, we know that Lansing is found on page 92. The letter and number (G11), just to the left of the page is the location key. Write these figures on your paper. Then turn to page 92. Look at the numbers and letters on the sides of the grid. Find the letter G and the number 11 on the map. Look across and down until you find where the lines meet. The square in which the two lines meet is the one in which Lansing, Michigan is found.



Elementary Social Studies TITLE: The Atlas	TOPIC: History	Student Activity Sheet	306-816

To the student:

1. Pick up an atlas. Leaf through it and get to know the kinds of information that can be found between its covers. Discover how many continents there are in the world. Find out what countries have the largest area and which have the smallest.

2. Look in the table of contents of a world atlas and find the following information:

   a. Name a shipping canal other than the Panama and Suez Canals. Give the name of the canal, its length, depth, and the page on which you found the information.

   b. What is the highest waterfall in the world?

   c. What is the altitude of:
      1. Berlin, Germany
      2. Amsterdam, Netherlands
      3. Taipei, China (Taiwan)
      4. Mexico City, Mexico

   d. Locate the following cities, and give coordinates (longitude and latitude).
      1. Prague, Czechoslovakia
      2. Bombay, India
      3. Palermo, Sicily

3. When you have finished this activity, put your paper in the place designated by your teacher.

The students will identify characteristics and distortions of maps. (115)

Elementary Social Studies
TITLE: Map Characteristics and Distortions

TOPIC: Geographic Skills
TIME SEGMENT: 1 class period

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D

INSTRUCTIONAL OBJECTIVE:

The students will identify characteristics and distortions of maps.

MATERIALS:

Student Information Sheet
Student Activity Sheets Pages 1-4
(Masters included)
Paper and pencil
Acccess to a variety of maps
For extension activity, small simple picture ruler, paper, pencil

EVALUATION:

Students will complete activity determining five possible differences which cause distortion of maps. Student worksheet will be checked.

ADAPTATIONS:

Extension activity which shows how ways of distorting may be done.

PROCEDURE:

To the teacher:

1. Have students define meridian, longitude, parallel, and latitude when studying globes and maps.

2. Teacher will identify maps to be used by students, how student activity will be checked, and whether student is to do extension activity.

3. Student will use student information and activity sheet and complete assignment.

Evaluation and Comments on Activity:

Students: ____________________

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Teacher: ____________________

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To the student: On your paper make columns such as the following:

		Meridians Equal Length	Latitude Lines Parallel	Parallels Decrease in Length	Meridian equal between Parallels	Meridians and Parallels Meet at 90° Angles
	Map A					
	Map B					
	Map C					
	Map D					
You Choose	World Globe					
	Regional map					
	Other map					

Using the maps on the following pages, compare the five facts. Check each map for those facts. If it is true write in the appropriate space yes. If it is not true for the map, write in the space no.

This information will help you know how you must allow for distortion. Have your work checked.

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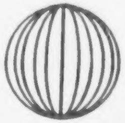
A world globe represents a picture of the earth and is relatively accurate. You could locate any part of the earth in its relationship to another spot on the earth. However, if you were going hiking and need to know where you were a globe would not be an easy thing to fold up and carry in your back pocket. If you were trying to show specific locations to a large group of people it would be difficult for them to see. Th Flat maps would be more convenient. Think about the times you have used a globe, when did you use a map?

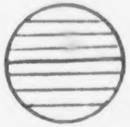
Although both globes and maps represent land shapes, distances, meridian (longitude) lines, parallel (latitude) lines, show distance, as well as other information, it is important to know that most maps have distortions. (If you don't know what distortion means look it up in the dictionary.) Maps are not as accurate as globes.

It is important to recognize the distortions and know how to compensate for them.

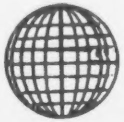
On a globe the following are true-therefore it is accurate.



1. All meridians (longitude lines) are equal in length and meet at the poles.
2. All latitude lines are parallel.
3. Parallels around the globe decreases in length as they are closer to the poles.



4. Distances along meridians between any two parallels are equal.
5. All meridians and parallels meet at 90° (right) angles.

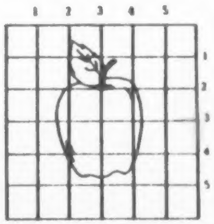


If a map disagrees with anyone of these five facts then there is distortion for which there must be compensation.

To the student: Extension activity.

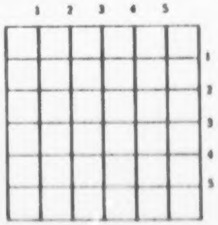
Locate a simple picture about 3" x 4". Draw a grid over the picture to represent meridian and parallel lines. Number the lines.

A.

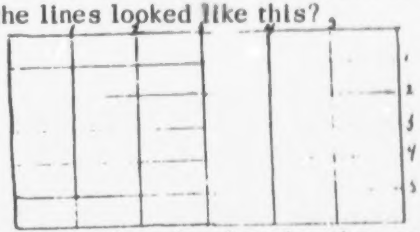


Get a plain sheet of paper 8" x 11" and put the same number of lines (there will be a greater distance between the lines) on that paper. Number the lines.

B.



Enlarge the small picture by drawing the same part of that picture in the same numbered areas of the large one. What would happen if the lines looked like this?



See if you can get other distortions by changing the spacing of the lines.

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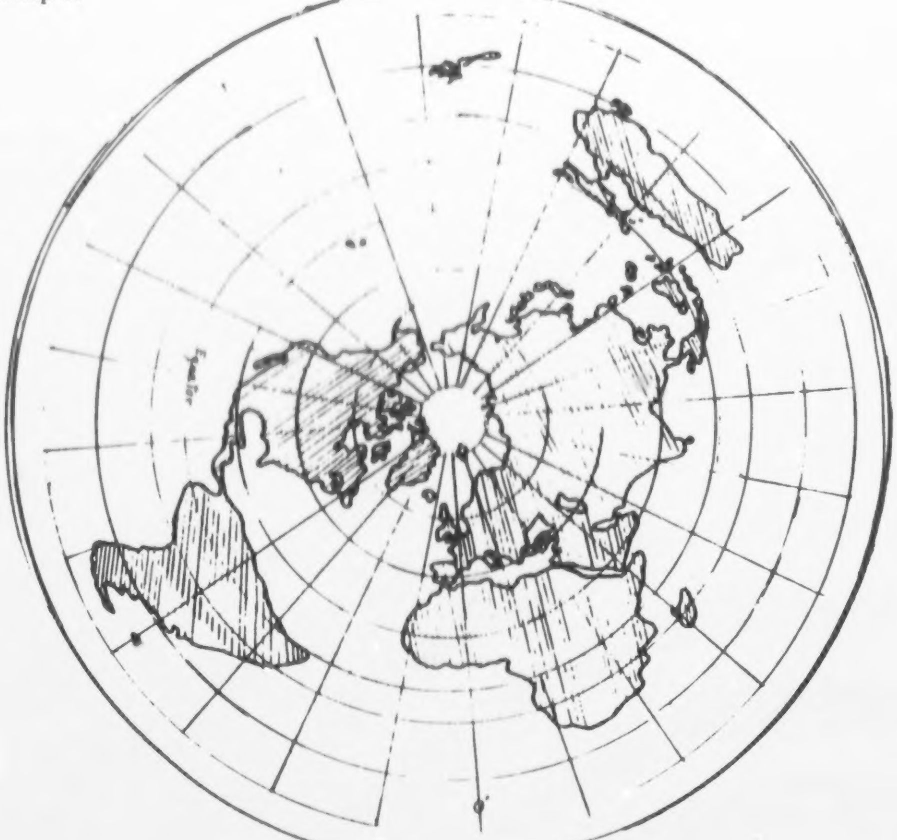
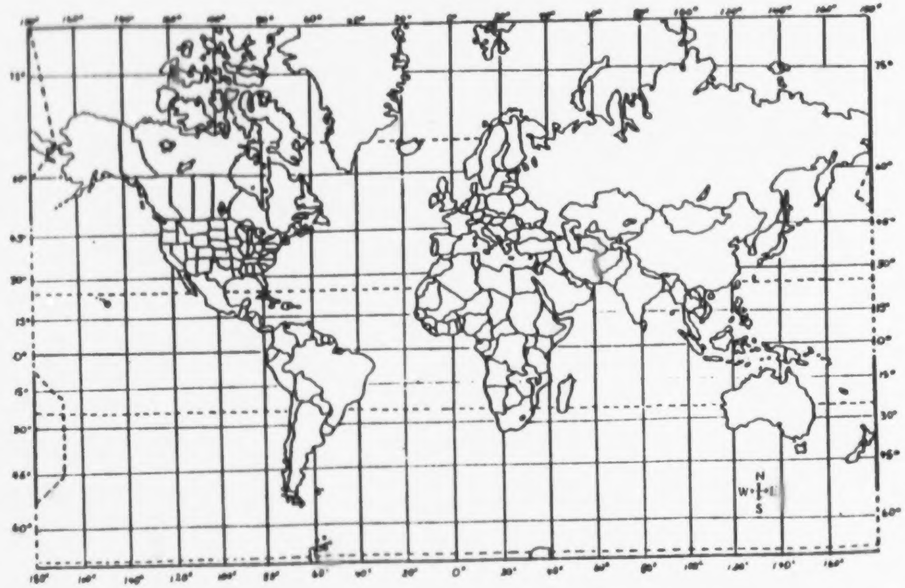
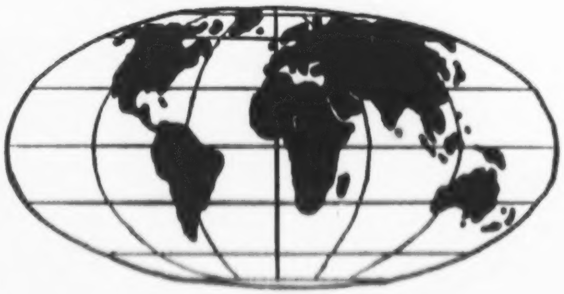
Map A



Map B



Map D



Map C